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ABSTRACT

Designed for faculty who are new to the Ohio Program of Intensive English (OPIE), this handbook is intended as an orientation and basic reference guide. The OPIE is described as a program established at Ohio University in 1967 to offer intensive or semi-intensive English language training for non-native speakers who need English for academic study at an American college or university and/or who will use English in their employment. Details of the OPIE's mission, organization, staff, students, and curriculum are followed by descriptions of classes and textbooks, the language laboratory, faculty responsibilities, teaching associate (TA) training and responsibilities, student testing and placement, and English tests used in the program. Instructions for proctoring the Michigan Test Battery, guidelines for scoring written compositions by skill level, and details of team teaching in the OPIE are described. Further information covers orientation of students to American culture and to life at an American university, extracurricular opportunities, professional teacher organizations, faculty/administrative contract benefit information, program policies and procedures, student attendance and performance policy, and merit evaluation and reappointment procedures for TA's. Forms are included for teacher evaluation of students, TA's, and textbooks and for student evaluation of classes, teachers, and textbooks. (JW)

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FACULTY HANDBOOK

OHIO PROGRAM OF INTENSIVE ENGLISH

OHIO UNIVERSITY

ATHENS, OHIO

Adelaide H. Parsons

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FL014012

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TABLE OF CONTENTS

1. Introduction

Welcome 1
History of Athens and Ohio University 2

2. Mission of the OPIE at Ohio University 3

3. The Organization of the OPIE

Administrative Chart 9a
Who's Who 10
Organizational Sturcture of the OPIE 10
Organizational Chart 16a
OPIE Faculty 17

4. OPIE Students 21

5. OPIE Curriculum 24

Overview of Classes and Textbooks 25
The Language Laboratory 36

6. Faculty Responsibilities 36

7. Testing and Placement 40

English Tests Used in OPIE 41
Instructions for Proctoring the Michigan Test 43
Composition Scoring 44a

8. Team Teaching in the OPIE 45

9. Orientation to American Culture and to Life at a U.S. University 52

Extra-Curricular Information 54

10. Faculty/Administrative Contract Benefits 57

11. Policies and Procedures 64

12. Office Policies and Procedures 66

13. OPIE Attendance and Performance Policy..... 68a

14. Merit Evaluation and Re-Appointment Procedures of T.A.'s 69

15. Forms:

OPIE Student Evaluation
Student Class Evaluation
Text Review
Teaching Log

WELCOME

Welcome to Ohio University and the Ohio Program of Intensive English, otherwise known by the acronym OPIE. We want to make your adjustment period during the first few weeks and months as uncomplicated and smooth as we possibly can --- ergo, the creation of a handbook to provide you with references, documents, and information about our academic program, administrative policies and procedures, and pertinent miscellanea we hope you will find useful. Some of the information included may be covered in initial orientation meetings; however, we recognize that in any new teaching situation there is often more information presented than any new staff member can possibly absorb in the first days after his/her arrival. The need for an on-going compendium of information becomes apparent all too soon. Therefore, this handbook is intended to serve as a basic reference guide during your term of appointment in OPIE. The information and documents contained within should be read with care, referred to as often as necessary, and replaced with updated materials whenever changes occur. If you have any questions, please feel free to ask for clarifications or additional information.

As you join the staff of the OPIE, we urge you to take advantage of the many opportunities open to you in OPIE and in the University community, to grow professionally as well as academically.

Adelaide H. Parsons
Director, Ohio Program of Intensive English

Connie Perdreau
Academic Assistant to the Director

A Brief History of Athens and Ohio University

The city of Athens (population around 20,000 including students) is snugly nestled in the hills of southeastern Ohio. There are many factors contributing to its charm and vitality: the natural beauty of a rural setting, the cosmopolitan diversity of the population, historic buildings dating from the early 19th century, quaint brick streets and walkways -- in short,if you're looking for a nearly ideal midwestern university community you just might have found it! And if you ever do long for a more urban atmosphere, we're only about 70 miles from the state capital, Columbus.

The histories of Athens and Ohio University are closely related. They both trace their beginnings to the early 1800's, O.U. having been founded in 1804 and Athens County in 1805. The following history of Ohio University is taken from Athens: A Guide to City and County, a pamphlet by the Athens League of Women Voters.

On March 1, 1786, Eleven delegates from eight Massachusettes counties met in the Bunch of Grapes Tavern in Boston and laid plans to purchse land on the Western frontier and to establish a settlement there. Two of these men, General Rufus Putnam and the Reverend Manasseh Cutler, were to become prominent in the history and development of Ohio University and the area.

The Ohio Company, formed at this meeting, had by October 1787 received half its grant from Congress -- 750,000 acres lying north and west of the Ohio River, with two townships, or 46,080 acres, reserved at the center of the company's tract for a university. The first settlers, led by Putnam, reached the Marietta area in April 1788, but it was not until after the Indian question was settled that the first permanent settlers came to Athens in 1797.

Ohio University

Shortly after the first settlers reached the Ohio Territory, the officers set aside two townships, Athens and Alexander, which were to contribute a small tax or "college rent" for the support of a university to be located on the heights of the Great Hocking River. The settlement on this highland had already acquired popularly the name of Middletown because it was halfway between Marietta, the first permanent settlement in the Northwest Territory, and Chillicothe, first capital of the territory.

Territorial legislators renamed the site Athens, expressing confidence that the town housing the first university in the Northwest Territory would emulate its Greek namesake as a center of learning and culture.

By the end of 1800, General Putnam had determined the boundaries of the College Green, but only gradually were the dreams of Cutler and Putnam realized. In 1803 Ohio achieved statehood, and in 1804 the General Assembly chartered Ohio University.

However, not until Jacob Lindley was engaged as president and sole teacher in 1809 did the university receive its first students, and it was not until 1815 that the first two students graduated. One of these, Thomas Ewing, attained recognition as senator from Ohio, as secretary of the treasury and as the nation's first secretary of the interior.

The communities around Athens, the town itself, and Ohio University grew slowly during the first half of the 19th century. Because of the harsh conditions of pioneer life, with a consequent lack of money for anything but pressing necessities, Ohio University endured a long period of uncertainty.

In 1838 the Rev. William Holmes McGuffey, author of the famed McGuffey Readers, became the fourth president of the university and struggled to keep the institution going until his resignation in 1843. Finding no suitable successor, the trustees closed the doors in April 1845, not to reopen them until September 1848. Although the growth of the university continued to be slow for some time, its operation was continuous from then on.

Through subsequent decades the character of the university was transformed. At first an all-male, liberal arts institution, the university admitted its first woman student, Margaret Boyd,in 1871. By the end of the 19th century, the university had become largely a normal school with a predominantly female student body. After World War I the liberal arts program was again emphasized and expanded.

Then, under John C. Baker, president from 1949 to 1962, the modern university emerged, with the first doctoral programs and international exchange programs and the addition of several classroom buildings, a physical education center, a chapel and a student union.

Under Baker's successor, Vernon R. Alden, construction continued or was initiated on 29 new dormitories on two new residential greens, a nuclear accelerator laboratory, a 13,000 seat convocation center, a $6 million library and three classroom buildings. In that era, too, the Hocking

River was rerouted and perennial flood problems ceased to trouble the campus.

Enrollment boomed in the 1960's, soaring from 9,500 in 1962 to 18,700 in 1971. The boom ended with the expansion of the state university system and growth of municipal universities and two-year colleges and technical schools.

Claude R. Sowle was the university president in the Vietnam-student dissent era, a stormy time for all the nations' campuses. During his tenure, a campus ombudsman was added to the staff, one of the state's first equal opportunity programs was initiated and an honors tutorial college, based on the Oxford-Cambridge system, was established

Economics Professor Harry B. Crewson stepped in as interim president following Sowle's resignation and served until Charles J. Ping became the university's 18th president in 1975.

Today, Ohio University has eight undergraduate colleges and a College of Osteopathic Medicine. Master's degree work is offered in 46 areas and doctoral study in 20 areas.

The university, long the largest employer in Athens, has 2,300 full-time academic, administrative and nonacademic employees, and had a student enrollment of 13,400 in the fall quarter 1979 on the Athens campus. The univesity also has regional campuses at Belmont County, Chillicothe, Lancaster and Zanesville, an academic center at Ironton and a resident credit center at Portsmouth.

Appropriately, a quotation from the Ordinance of 1787 which created the Northwest Territory and assured that in these new lands "schools and the means of education shall forever be encouraged" appears on the main gate of the Athens campus, and the names of both General Putnam and Manasseh Cutler have been given to university buildings. Cutler Hall, the oldest of campus buildings, was completed in 1816 and designated a National Historic Landmark in 1966.

Social and Cultural Activities in the Area

The first church societies in Athens were Methodist, organized in 1800, and Presbyterian, organized in 1809. The Catholic Church was organized in 1864. Today church activities still form a large part of the social life of the area.

Major social, civic, professional and fraternal groups are well represented throughout the county, and the entire

area gains from programs brought by Ohio University. Each year the University Artist Series brings major symphony orchestras, vocalists, instrumentalists, opera and ballet companies and chamber music groups to campus. The Kennedy Lecture Series and the Student Lecture Series bring several distinguished speakers annually; and leading figures in education, the arts, government and business are visiting the campus in ever-increasing numbers.

The Ohio University School of Theater produces plays during the academic year, and the Ohio Valley Summer Theater produces a series of plays each summer for the enjoyment of all area residents. In addition, several professional dramatic companies come to campus every year. Art exhibits, sponsored by the School of Art, the Trisolini Gallery and various groups are frequent, as are exhibitions of photography and architecture.

The School of Music presents more than 100 concerts and recitals each academic year. In the area, the Hocking Valley Arts Council, the Dairy Barn, Inc., the Athens Children's Theater and the Perean Players present programs enriching the lives of residents and keeping the community a vital one.

In 1825 the Athens Mirror and Literary Register, the first area newspaper, was founded. The paper changed management and names several times, and in1905 became a daily called the Athens Daily Messenger. Today the Messenger serves 70 communities in a five-county Southeastern Ohio area and has a daily circulation exceeding 15,000 and a Sunday circulation exceeding 17,300.

The Athens News, established in 1977 as an "alternate" newspaper, has a weekly press run of 15,000. Athens is served by radio stations WATH-AM and WXTQ-FM, commercial stations; and by WOUB-AM and WOUB-FM, university-operated, non-commercial stations. Ohio University also has its own television station, WOUB-TV, offering both local programming, and programs from the public broadcasting system.

Opportunities for recreation abound in the area, with 12 state parks within 40 miles, and newcomers are often delighted with the natural beauty of the rolling foothills of the appalachian plateau and find the Athens area a pleasant one in which to live and work.

Mission of the OPIE at Ohio University

The Ohio Program of Intensive English (OPIE), established at Ohio University in 1967 provides English language training for non-native speakers who will use English for academic study at an American college or university and/or who will use English within their employment. The OPIE's mission on campus may be divided into five areas:

1) Teaching

a. To provide instruction and training in the English language. Courses are designed to raise the proficiency of the non-native speaker to a level enabling him/her (a) to undertake academic study either at Ohio University (O.U. Admits) or at another U.S. institution of higher learning (OPIE Specials) or (b) to undertake employment which requires the use of English,
b. to teach the 150F and 151F level freshment composition courses especially designed to meet the needs of international students,
c. to teach Linguistics 369E (Writing a Research Paper) designed by the OPIE to meet the needs of international students,
d. to provide training in pronunciation and oral communication as well as an orientation to the American classroom for International Teaching Associates and Faculty,
e. to teach Linguistics 510 (Teaching Practicum) and other credit courses for Linguistics as faculty are needed (Linguistics 582, Materials for Teaching ESL/EFL).

2) Testing

To assess the English proficiency of all international students admitted to Ohio University, with the exception of those who have received a degree from an accredited 4-year U.S., Canadian, or British college or university, and to make a recommendation for language study to the Undergraduate or Graduate Admissions Office and/or deprtment/program to which the student has been admitted (exceptions to a recommendation are generally made only at the Graduate level and must be requested by the Graduate Chairman and approved by the Director of the OPIE).

3) Orientation and Cross-Cultural Support Services

a. To orient the international student in OPIE to American culture and to life at colleges and universities in the U.S. The student learns what to expect in an American university (the kinds of classes, methods of instruction, types of tests and testing procedures, appropriate study skills, and the use of learning resources such as the library). Help is provided for those students in the process of seeking admission to O.U. and/or other universities.

b. to promote harmony and understanding across cultures through our Conversation Partners Program, our cultural programs and activities, our programs for students, faculty, and administrators in the dormitories, and offices on campus, our ties with Athens Friends of International Students (AFIS), our work with International Student and Faculty Services (ISFS), and community organizations (United Campus Ministry, the churches, local clubs, etc.)

4) Program Development

a. Internal to the OPIE:

To keep pace with the profession of teaching English as a Second/Foreign Language and to maintain a program which is responsive to the needs of the students (examples are our work in English for Specific Purposes for Business/Economics students and for Engineering/Science/Math students and our current work in Computer-Assisted Learning)

b. External to the OPIE:

1) To develop special courses/activities for the summer and winter breaks (workshops on library work, listening comprehension, trip to Washington D.C. for students who are unable to go home but wish to be productive during these periods) 2) To develop special courses for the Office of Workshops (Chubu, Japanese Programs) 3) To develop special language training programs in conjuction with units on campus involved in international education overseas or in the U.S. (Office of International Programs, International Studies, Business, etc.) 4) To develop special language programs for international iterns (Library), visiting scholars, and pre-college students (College of Osteopathic Medicine)

5) Training and Servision of Teaching Associates

Training and supervision of selected graduate Teaching Associates who are preparing to be Teachers of English as a Second/Foreign Language (these students are enrolled in the MATEFL degree program in the Department of Linguistics).

Status in the Profession of ESL

In 1973 after thorough review by the Consortium of Intensive English Programs, an affiliate of NAFSA - ATESL Section, we were invited to join this distinguished group of Intensive English Programs. The OPIE was the fourth program admitted after its 12 original "charter" member programs. The OPIE ws the 16th program admitted in this organization of a now 25 member group. In 1981, the CPIE was selected by a Committee of International TESOL (Teachers of English to Speakers of Other Languages) to participate in a study of curricular organization, faculty status, and employment conditions of intensive English programs in the U.S. A description of the top fifteen programs will be included in a publication to be distributed by TESOL this summer. The OPIE will appear in this booklet. Both of these reviews reflect highly upon the quality and stature of our program within our profession.

Faculty

A faculty consisting of a Director, 10 full-time faculty (2 of whom are tenured), 1 intern, 3 part-time faculty and 13 T.A.'s are responsible for meeting the responsibilities outlined under the areas of teaching, testing, orientation, program development, and the training and supervision of Teaching Associates. Our full-time continuing faculty, our part-time faculty, and our interns are professionally trained to teach English to speakers of other languages. All hold graduate degrees (3 Ph.D., 15 MATEFL degrees) in applied Linguistics and/or TESL/ TEFL. Twelve have overseas experience and six of the full-time faculty have had experience in developing special programs/workshops and/or grant proposals. Six of the full-time faculty are very active professionally in the conferences of TESOL (Teachers of English to Speakers of Other Languages) and NAFSA (National Association of Foreign Student Affairs). The Director serves at the national level in both organizations and the former director will be serving at the national level, once again, in NAFSA beginning in May. The former director has also served as the NAFSA Regional ATESL Chair. Three of the faculty are professionally involved to a lesser extent at the national level. Six are actively involved through the presentation of papers and service as officers at the state level in Ohio TESOL. Six have published articles, reviews, or summaries in anthologies, journals, and/or newsletters. One example of our work in this area has been the Health and Medical Services video and text program initiated by OPIE and developed by OPIE and the School of Nursing with a grant from NAFSA. This was distributed nationally by NAFSA. Continuing education activities include on-campus in-service training (Community Language Learning, guest speakers, out-

side consultants, faculty presentations, communication effectiveness), visits to other programs, faculty leave, and attendance at special institutes such as CAI, technical writing, and ACE. Faculty have also pursued courses of study on campus and elsewhere which enhance their teaching and communication skills. In short, the faculty of the Ohio Program of Intensive English is well-trained, experienced in a variety of areas, and professionally active.

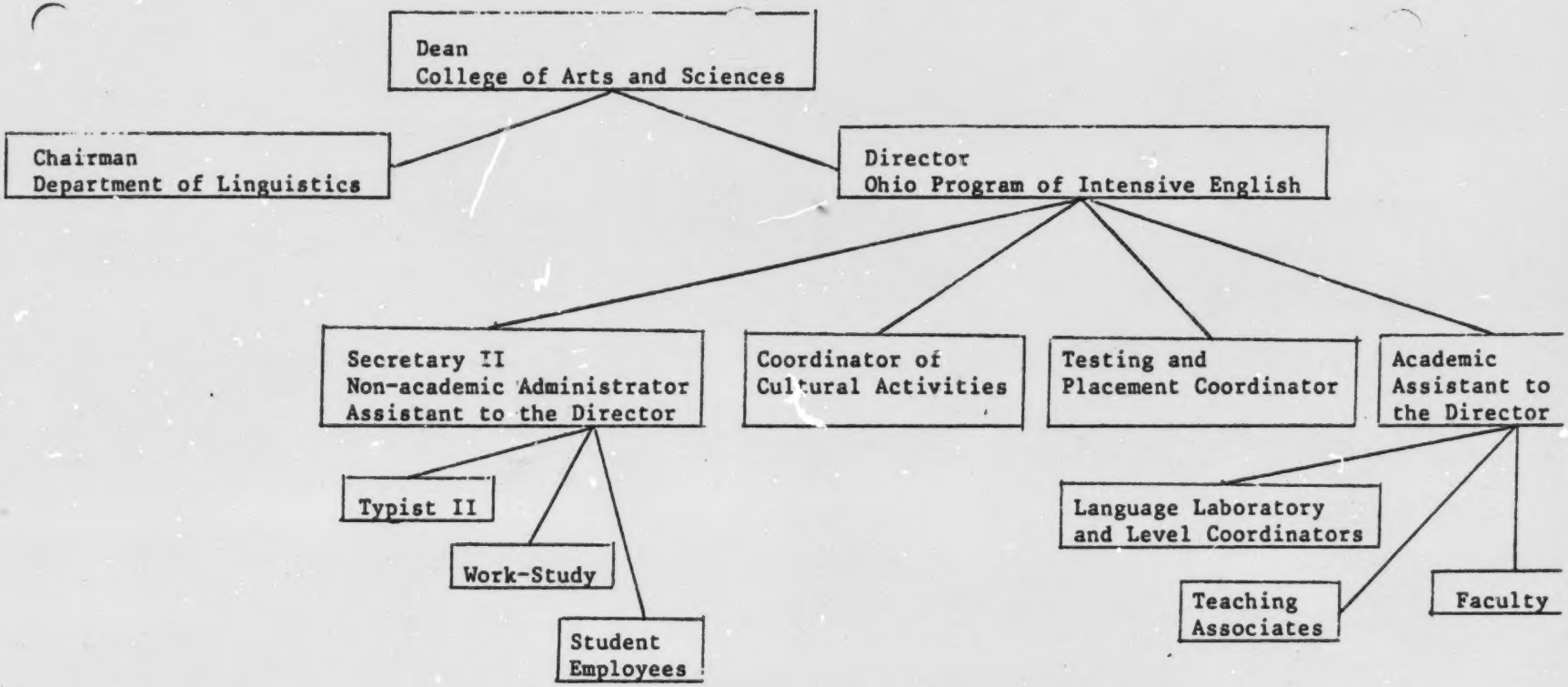
Our internship program for people who have recently completed their MATEFL degree and who have supervised experience as a T.A. is one of two in the United States. Since the program began in 1980, we have had six interns from the following universities: UCLA, Illinois, Indiana, Kansas, and Ohio University. Our interns have made contributions in such areas as English for Special Purposes (ESP), testing, reading, composition, statistical analysis, and the computerization of Student Course Evaluations.

OPIE Teaching Associates (T.A.'s) teach approximately 20-30% of the OPIE classes. Only T.A.'s with prior teaching experience are permitted to teach in the OPIE their first year in the graduate program; other T.A.'s are expected to have completed the first year of their graduate program before entering the classroom. All T.A.'s are under the supervision of the OPIE instructional staff.

Detailed information concerning faculty procedures and responsibilities are outlined in the OPIE Faculty Handbook. Faculty are evaluated on their teaching, service, and scholarly activity. We have undergone extensive revisions of our merit evaluation procedure. This revision has included re-examination of our Student Course Evaluation forms, experimental use of the College of Arts and Sciences instrument, and computerization of the results on a quarterly and annual basis.

Administration

Historically, the OPIE has functioned as a separate and autonomous unit within the College of Arts and Sciences with the Director reporting directly to the Dean of the College of Arts and Sciences although it has maintained ties to the Department of Linguistics through T.A. and faculty appointments as well as teaching courses for the Department. For a brief period of time (1974-1980), the budgetary aspects of the Program were handled through Continuing Education. Since 1980, however, all aspects of the OPIE (budgetary and curricular) have been under the auspices of the College of Arts and Sciences. At the same time that the budgetary aspects were returned to the College, the Dean recognized the OPIE as a program equivalent to a department (e.g. the Director attends the weekly Chairperson's meetings).



Administrative Organizational Chart

Ohio Program of Intensive English

1982-1983

Admissions

Due to the existence of the OPIE, academically acceptable students without English proficiency may be conditionally admitted to O.U. This policy has attracted students to Ohio University.

Background Information About OPIE

OPIE was founded by Dr. Robert F. Dakin in 1967. The need for a program offering intensive and semi-intensive courses in English as a Second Language was paramount to the growth of Ohio University. At first, OPIE was academically housed in the English department, but it soon became affiliated with the department of Linguistics. It now exists as a separate program within the College of Arts and Sciences. Over the years OPIE has grown from a small program with just a few facuty and students to one with an enrollment anywhere from 150 to 200 students and around 30 teaching personnel, including full and part-time faculty and teaching associates.

Who's Who?

An Administrative Chart is attached.

The Director: Dr. Adelaide H. Parsons, 201E Gordy Hall

The Director, Dr. Adelaide H. Parsons, is assisted by several faculty who additionally function as coordinators. The director functions much like a department chairman, overseeing the internal and external operations of the program, formulating and approving the budget, overall supervision of staff and students, teaching in OPIE and Linguistics, advising students, and program development. She also serves as the Curriculum Coordinator, who is responsible for supervising and developing the curriculum for the program. This involves working with level coordinators (see below) to develop the overall curriculum goals for the program, along with determining materials, books, syllabi, and technique to be recommended. She is available to see you by appointment. Appointments may be made through the secretary.

The Testing and Placement Coordinator: Charles Mickelson, 201A Gordy Hall

The Testing and Placement Coordinator, Charles Mickelson, handles testing, scoring and placement of students, including followup with students and advisors. In making reports and decisions about individual students, he may wish to confer with you about a student's progress, potential, etc. He makes the final decision about the level of English in which the student is placed and whether or not the student needs more English study. Persistent malcontents should be sent to him! Appointments can be made through the secretary.

Level Coordinators:

Elementary -- Harry Neff, 112D Gordy Hall
Intermediate -- Fonda Fry, 112C Gordy Hall
Advanced -- Mary Kaye Jordan, 212E Gordy Hall

Each level coordinator supervises the curriculum of the assigned level. In conjunction with the teachers at that level, they develop the appropriate goals for each skill and review and order textbooks. Moreover, they advise teachers in their levels of the appropriate use of texts and materials by holding regularly scheduled meetings at beginning and mid-quarter. They serve as resources of materials and techniques to teachers. Coordinators also observe and evaluate Teaching Associates in the Program.

The Coordinator of Cultural Activities: Linn Forhan, 112B Gordy Hall

The Coordinator of Cultural Activities, Linn Forhan, develops a program of activities which provide students with opportunities for cross-cultural experiences which are both educational and entertaining. She also develops and maintains an orientation program for OPIE students, counsels OPIE students with personal problems, helps with academic placement and suggests activities for students between terms, especially winter break. Part of her job is to advise the Conversation Partners program between OPIE and American students.

Academic Assistant: Connie Perdreau, 201C Gordy Hall

The Academic Assistant, Connie Perdreau is responsible for teaching assignments, personnel matters, in-service training, space utilization, and reports of an academic nature. She is also responsible for the planning and implementation of the language teaching practicum course required

of all first year TA's during the fall and winter quarters. It includes supervising, observing, and advising the new Teaching Associates with regard to their OPIE classes. An important part of the practicum is the development and enhancement of teaching techniques.

Freshman Composition Coordinator: Robert Dakin, 212C Gordy Hall

All undergraduates, including foreign students, are subject to taking freshman composition courses. These courses are offered to non-native speakers under the numbres English 150F and English 151F. Students must write an impromptu composition which determines which course they will be placed in. (See section under Content Comparison between English 150F and 151F).

Support Staff

Connie Detwiler handles OPIE studnt registration, contracts, personnel files, and general administrative matters relating to your teaching in the OPIE.

The OPIE secretary, Susan Lyddon, does a little of almost everything, but she can really help you out in answering a lot of day-to-day questions you may have. She is responsible for handing out keys, distributing supplies, making appointments for anyone in 201, helping you with the duplicating machines, billing you for coffee/tea, and taking care of a myriad variety of other duties too numerous for us to mention here. She can also assist you with folders of students in your section and can help in assisting students who get ill in the classroom.

The Linguistics secretary, Karen Deardorff, in 204 is ready to help you with your academic questions.

Where is Everything?

The answer is almost always Gordy Hall. But where is everything in Gordy?

OPIE Administrative Offices

201 Gordy Hall houses a suite of offices, including those of the Director, the Testing and Placement Coordinator, and the Academic Assistant.

Faculty offices

OPIE Level Coordinators and the Cultural Activities Coordinator have offices in 112. Other OPIE faculty offices are located in the suite of offices in 212 Gordy. Linguistics faculty and administrative offices are in 204 Gordy.

T.A. offices

OPIE T.A.s are in 113. Offices space and desks are shared, as is the telephone, which is for your use in making local calls only. A Linguistics/ OPIE T.A. office/study area is in 111. Keys for the office area can be obtained from the Linguistics secretary. The security of the office area depends on you. Please keep offices locked after 5:00 and don't hesitate to inform unknown wanderers-in that yours is a private office area!

The OPIE Library

203 Gordy (you must enter through 201), next to the administrative offices. Copies of textbooks not used in OPIE are found here, along with a small number of books about language teaching pedagogy and some journals, including the English Teaching Forum and The Chronicle of Higher Education. Books from the library must be checked out. Fill out the library card and file it in the sign-out box under the title of the book. To return books, place them in the return box available in the library. Please return books promptly so that others may use them.

Duplicating Machines

The Xerox machine is located in 203. 24 hours - Advanced warning is necessary for Xeroxing. Personal Xeroxing is 5¢ per page. Mrs. Detwiler handles Xeroxing for T.A.s. Classroom duplicating needs, however, most often require use of the spirit duplicator (the ditto machine) or the thermofax machine. These , along with a mimeograph machine and paper cutter, are available for you to use in Gordy 203. Ditto masters and paper are found on the shelves in the library. If you ever require help, ask the secretary. Please keep the area tidy and operate the machines with care. Scrap paper is kept in a box near the ditto machine.

Mailboxes

Mailboxes are in 203 Gordy. They are arranged in alphabetical order, with the box under your name. Please check your mailbox every day.

Coffee/tea

The coffee and teapots are in the narrow room next to Connie Detwiler's office (201F Gordy). Coffee is 10¢ and tea is 5¢. Everyone's name is posted on a list near the coffee and teapots where you mark down how many cups of coffee/tea you consumed. You will receive a bill from the secretary about once a month when she tabulates the list. There is also a refrigerator in this room where you can store your lunches.

Electric Typewriters

Typewriters are available in Gordy 212 for you to use when preparing materials for your CPIE classes. It's a good idea not to wait until the last minute to use these typewriters as they are very frequently in use and are available on a first-come, first-served basis. The typewriter in 112 is for the coordinators and full-time faculty, including T.A.s. None of the typewriters are to be used for personal typing (e.g. papers, resumes, etc.). The typewriters in 201 are for personnel in 201 (Connie D., Susan, Connie P., Charlie, and Adelaide). These typewriters in 201 may be used in 201 by full-time faculty only if no one else is using them. A request from one of the occupants in 201 takes prioity over full- time faculty. If there is a problem with the typewriters, see Susan. T.A.s are not allowed use of the administrative staff typewriters in 201 at any time. The textwriter is available only to the secretarial staff.

Restrooms

Restrooms are located on the first and second (but not third) floors in Gordy.

Overhead Projectors

Three overhead projectors are kept in 212. Transparencies and marking pens may be borrowed from the secretary. If you want to use an overhead projector, please sign your name and classroom number for the time you wish on the sign- out sheet on the bulletin board in 212. Return the projector at the end of the hour. Remember to leave the machine plugged in for several minutes after you have turned it off. This allows the projector to cool down gradually and greatly increases the life of the bulb. If you need help finding an overhead projector in another building or if you need a new bulb for the projector, check with the secretary and she will help you.

Tape Recorders

Two portable reel-to-reel tape recorders and two portable cassette tape recorders are located in 212B. There is a sign out sheet on the blotter on the desk. All equipment taken out of 212B must be signed out and returned promptly. Tape recorders are for use in OPIE classes only by OPIE teaching staff. Copies of the tapes we use in OPIE are kept in 212B so that you may listen to a tape without having to go to the language lab, or you may take a tape to your classroom. Tapes are to be signed out only for classes and are to be returned promptly.

Videotape Equipment

A video camera, monitor and operating equipment are located in the OPIE library. This equipment may be used only by faculty who have taken a videotraining session given at the beginning of each quarter. Please handle all machines with great care. If you are wondering whether or not you should videotape your class, talk it over with the level coordinator, the core teacher, or the T.A. supervisor. Remember that the videotape cassettes are the property of OPIE.

A FEW REMINDERS ABOUT ALL OF THE AUDIO-VISUAL EQUIPMENT:

1. They are to be signed out for the day and time you plan to use them.
2. They are to be returned promptly and in the same condition they were in when you borrowed them. Under no circumstances is equipment to be taken home or used overnight.
3. Do NOT leave any of the machines or equipment unattended. Do not allow students to operate the equipment.
4. They are for use by OPIE teaching personnel only.

Films, filmstrips, slide projectors, etc.

Films, filmstrips, and slide projectors are all available from the Learning Resource Center in Alden Library (on the second floor).

Desk copies of Textbooks

A desk copy of the text you are using is available in the office of the Academic Assistant, Connie Perdreau, in 201C. Please sign out all books. File the card in the sign-out box in the OPIE library. If you wish to have your own personal copy of a particular text, they are available from the College Bookstore, but it is often possible to buy them inexpensively from OPIE students.

Picture files

There is a small picture file in the file cabinet in 212. Also, a limited number of other visual aids, e.g., maps, posters, and graphics are found in the OPIE library. Jack Humbles (212F) has a supply of old magazines you may wish to use.

Bulletin board

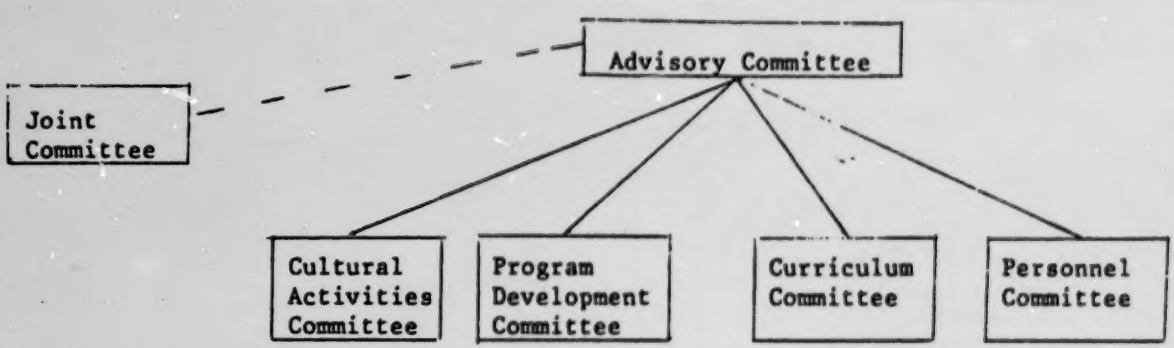
Basic information (e.g. policies and procedures, important deadlines, and notices) is posted on the bulletin board opposite the secretary's desk. You are responsible for the information posted.

Supplementary Material

Over the years, OPIE teachers have written tests, quizzes, homework assign- ments, etc. which may be used to supplement a particular lesson or textbook. This material is arranged by level and class in the file cabinet in 212. We recommend careful and judicious use of this material. (See list of recommended supplementary materials in the section of the OPIE curriculum.)

Student Folders

Each OPIE student has a confidential folder containing information about his/her academic background and recommendations from OPIE teachers. If you wish to look at your students' folders, ask the secretary.



Committee Organizational Chart

Ohio Program of Intensive English

1982-1983

Committee Structure of the OPIE

Fall, 1983

I. Advisory Committee

A. The Director of OPIE chairs the Advisory Committee.

B. Membership consists of the Academic Assistant, the Secretary II, the Coordinator for Testing and Placement, the Coordinator of Cross-Cultural Activities, a Level Coordinator, and the Chairperson of the Program Development Committee.

C. Meetings

1. Meetings are to be held at least every other week.
2. Further meetings will be held at the discretion of the chairperson and the committee members.

D. Responsibilities of the Advisory Committee include:

1. To provide input to the Director on appropriate matters.
2. To disseminate information to various committees.
3. Suggest items for Faculty Meeting Agendas.

II. Personnel Committee

A. The Academic Assistant to the Director serves as chairperson.

B. Meetings

1. The committee meets at least once per month.
2. Further meetings may be held at the discretion of the chairperson and committee members.

C. Responsibilities include:

1. The committee reviews and recommends changes in the merit evaluation procedures. A sub-committee of full-time faculty may be appointed to aid in the process.
2. The committee outlines and recommends procedures for the evaluation of T.A.'s and part-time faculty after consultation with the appropriate groups.
3. The committee serves as the screening committee for applicants of teaching positions and recommends candidates to the Director.

D. Membership consists of two faculty members and the chairperson.

III. Cultural Activities Committee

A. The Cross-Cultural activities coordinator serves as chairperson.

B. Meetings:
1. The committee meets at least once per month.
2. Further meetings may be held at the discretion of the chairperson and committee members.

C. Responsibilities include:

1. To devise a schedule of quarterly activities.
2. To coordinate whenever possible activities with the Curriculum Committee
3. To function as a liaison between the Cross-Cultural Activities Coordinator and the constituency they represent.
4. To recruit CPIE faculty for activities.
5. To participate in planning, setting up, and attending activities.

IV. Program Development Committee

A. The chairperson is appointed by the Director.

B. Meetings:

1. The committee meets at least once per month.
2. Further meetings may be held at the direction of the chairperson and committee members.

C. Responsibilities include:

1. The committee works towards the development of new programs such as English for Special Purposes - Engineering.
2. The committee works with the Director to develop a program for recruitment.
3. The committee develops and revises guidelines for research.
4. The committee revises the OPIE Brochure.

D. Membership consists of faculty members.

V. Curriculum Committee

A. A coordinator, appointed by the Director, serves as chairperson.

B. Meetings:

1. The Committee meets at least twice per quarter.
2. Further meetings, including meetings with faculty, may be held at discretion of the chairperson and committee members.

C. Responsibilities include:

1. To monitor the curriculum.

a. to develop and revise goals appropriate to the level and needs of the students.
b. to revise content of instructional approach as appropriate to the level and needs of the students.
c. to order, review, and select new books and materials.
d. to evaluate the need for supplementary materials and to recommend ways to meet those needs.

2. To coordinate the language laboratory program with the curriculum.

3. Testing

a. to review and revise the testing procedure as it relates to the needs of the university and the needs of OPIE.
b. working with the Testing Coordinator, develop the appropriate achievement tests for each level.

4. To coordinate curricular interests with the Social Activities Program.
5. To make a brief quarterly report to the Advisory Committee of work in progress.
6. To report indepth to the Advisory Committee once a year on work accomplished and needs for the coming year.

D. Members include the level coordinators.

VI. Ad Hoc Joint Committee of the OPIE and the Department of Linguistics

A. Members serve as chairperson on a rotating basis.

B. The chairperson develops the agenda from items collected from members.

C. The Committee meets at the discretion of members.

D. Membership consists of two faculty from Linguistics chosen by the Chairperson of Linguistics and two from the OPIE chosen by the Director of the CPIE.

E. The purpose is to provide the Chairperson of Linquistics and the Director of the OPIE with advice on matters of joint concern.

OPIE Students

Last year there were around 1400 international students on the Ohio University campus, representing 90 countries. Sizeable groups of students come from Malaysia, Indonesia, Nigeria, Taiwan, Japan, India, Korea and countries in the Middle East and South America. There is usually a high proportion of graduate students, and many undergraduate and graduate majors in Engineering, International Affairs, Mathematics, Business, Linguistics, Physics, and Computer Science. Last year around 75% of international students were male and 25 % female.

O.U. Admits All new O.U. admitted foreign students whose native language is not English must take the Michigan Test of English Language Prcficiency administered by OPIE when they arrive. Most of these students, particularly those from countries where English is used as a medium of instruction, are able to pass this test. Those whose performance is less than the minimum standard are subject to taking English courses in OPIE. This group forms the largest contingent of students in OPIE.

OPIE Specials The second broad category of OPIE students are those who are at O.U. to study English only. After completing English study with OPIE, they transfer to other universities, continue on with internships, or return home.

Wives Still another very small category of OPIE students are the wives of O.U. students who take courses in OPIE, but who usually do not plan to become university students.

Foreign students who come to OPIE run the gamut from speaking little or no English at all in a tiny percentage of cases to having studied English or lived in an English speaking country for years, but who have simply not acquired a sufficiently high command of the language. The age range can be anywhere from 18 or up.

Although some studetns pay their own way, most OPIE students have sponsors (governments or companies) or scholarships. To give you some idea of what steps an OPIE student must take during the first few days at O.U. please refer to the OPIE Student Handbook.

General Description

The Ohio Program of Intensive English (OPIE), established at Ohio University in 1967, provides English instruction for the non-native speaker who will use English for academic study at an American college or university. There are two major purposes of the OPIE, as outlined in the Ohio University brochure on OPIE:

> 1) to provide instruction and training in the English language; courses are designed to raise the proficiency of the non-native speaker to a level enabling him/her to undertake academic study at a North American institution of higher learning. As described in the second part of this description, intensive and semi-intensive English courses are offered from two to five hours daily for 10-week academic quarters. Emphasis is placed on both oral and written English proficiency, the extent and degree determined by the level of the student.
>
> 2) to familiarize the international student with the educational methods of colleges and universities in the U.S. The student learns what to expect in an American university, e.g. the kinds of classes, methods of instruction, types of tests and testing procedures, appropriate study skills, and the use of learning resources such as the library.

The OPIE has courses ranging from elementary to advanced, all taught by native speakers who are professionally trained to teach English to speakers of other languages. All full-time permanent instructional staff hold graduate degrees in applied linguistics/TESL. OPIE teaching associates, who teach approximately 20 -- 30% of OPIE classes, are enrolled as graduate students in the M.A. program for teachers of EFL in the Department of Linguistics and are under the supervision of the OPIE instructional staff.

For detailed information about OPIE students, their status, rank, and placement, refer to the OPIE brochure, the OPIE Faculty Handbook, and/or the OPIE student Handbook.

The purpose of this curriculum guide is to furnish OPIE teachers, both experienced and non-experienced, with a specific, sequenced set of teaching goals, student performance objectives, and course content descriptions which can be directly applied to the teaching of courses of study in the OPIE. Moreover, each class syllabus will include suggestions for the use of required texts and supplementary materials, propose teaching techniques and describe class activities that have proven especially successful. It is hoped

that a planned, systematic format will lead to a tightly integrated and efficient program of study. Whenever possible, we have tried to indicate the relationships between courses, classes and class/course to the whole OPIE. (N.B. Course refers to the level; class refers to the content/skill area. There are three basic levels: elementary, intermediate and advanced. The elementary and intermediate levels each have two courses, one regular and one high. Different classes make up each course, e.g. composition, grammar, reading, listening/speaking, etc.)

Especially important for the teacher is that this curriculum guide provides a framework for developing lesson plans and suggests ways to implement teaching objectives. The teacher should find it useful to know exactly what class content should be included at a given point, how much of it to cover, when to teach it and in which class it is appropriately dealt with.

No particular or exclusive methodology, other than an eclectic approach, is adhered to in this curriculum guide. When possible, however, the syllabi will reflect the following principles and suppositions about language learning:

1) The focus of teaching in the OPIE is on the learner, who is in the program to study English for academic purposes.

2) Course goals are based on student exit performance objectives. These performance objectives or academic competencies are stated, whenever possible, in terms of language functions and/or notions.

3) The curriculum promotes a spiraling approach (with regard to materials and skills) toward language learning with a structural core throughout all levels.

4) All syllabi promote active, discovery-oriented involvement of the student in the learning process.

5) The cognitive approach to language learning is encouraged.

6) Appropriate study skills and effective language learning strategies are an integral part of the curriculum.

7) An emphasis is made on systematic training to develop overall study skills and learning strategies necessary to be successful in institutions of higher education in the country.

In addition, we believe that the role of the teacher is not merely to teach, but to create a stimulating learning environment in which the teacher gradually takes on the role of facilitator and the learner becomes a competent, independant language user.

Eventually, thre will be in-house instruments developed by the OPIE to measure and evaluate student achievement in terms of mastery of designated content and performance will procede to a higher level. Conversely, those students who do not meet minimum standards of achievement will be obligated to repeat the course.

This curriculum guide should be viewed as a dictatorial document or fiat from on high--we hope that it leaves room for the individual teacher to exercise originality and ingenuity in both method and techniques. However, both the OPIE teacher and student are required to demonstrate certain tangible standards of achievement. This in itself is a benefit to the teacher, the learner, and the Program.

CURRICULUM

General Comments

During the 1981-82 academic year, the faculty began to outline a curriculum guide, the purpose of which was to furnish OPIE teachers, both experienced and non-experienced, with a specific, sequenced set of student performance objectives and course content descriptions which could be directly applied to the teaching of courses in the OPIE. When completed, each class syllabus will include suggestions for the use of required texts and supplementary materials and a description of teaching techniques and class activities that have proven especially successful at each level. It is believed that this planned format will lead to a tightly integrated and efficient program of study.

This curriculum guide is intended to provide a framework for developing lesson plans and to suggest ways to implement teaching objectives.

No particular or exclusive methodology, other than an eclectic approach, is adhered to in the curriculum. When possible, however, the syllabi will reflect the following principles and suppositions about language learning:

1) The focus of teaching in the OPIE is on the learner who is in the program to study English for academic purposes.
2) Course goals are based on student exit performance objectives. These performance objectives or academic competencies are stated, whenever possible, in terms of language functions and/or notions.

3) The curriculum promotes a spiraling approach (with regard to materials and skills) toward language learning with a structural core throughout all full-time levels.
4) All syllabi promote active, discovery-oriented involvement of the student in the learning process.
5) The cognitive approach to language learning is encouraged.
6) An emphasis is placed on systematic training to develop overall study skills and learning strategies necessary to be successful in institutions of higher education in this country.

Brief description of the full-time courses (Elementary, Intermediate, and Advanced I and II)

The Elementary and Intermediate Levels (OPIE 040, 045) consist of four classes. (See class descriptions below.) The general purpose of the work at these levels is to help the students to improve the language and study skills that they will need in their higher levels of study in the OPIE and subsequently in the university. The primary emphasis is on developing the student's ability to speak and to understand spoken English.

Elementary

Grammar -- Weekly Hours - 10
Listening/Speaking -- Weekly Hours - 5
Reading/Composition -- Weekly Hours - 5
Communication Situations -- Weekly Hours - 5
Conversation Partners -- Weekly Hours - 1
Total hours per week - 26

Intermediate

Grammar -- Weekly Hours - 10
Listening/Speaking -- Weekly Hours - 5
Reading/Vocabulary -- Weekly Hours - 5
Composition -- Weekly Hours - 5
Conversation Partners -- Weekly Hours - 1
Total hours per week - 26

CLASS DESCRIPTION The Grammar Class is the central component in both the Elementary and the Intermediate Courses. The class meets two hours each day and provides the students with a systematic introduction to the basic grammar of English through the contextualized presentation of grammatical structures (e.g. a narrative or dialogue), followed by extended oral practice, controlled student talk, and written exercises. In addition to the classroom time, students on both levels are required to spend a minimum of one individually scheduled hour in the language laboratory each week, using the tapes which correspond to the lessons in their grammar text.

The Listening/Speaking Class, which meets one hour each day in both the Elementary and Intermediate Level courses, is carefully designed to develop the student's ability to hear and understand reduced speech patterns and to pronounce a comprehensible form of English. Three hours of this class work every week takes place in the language laboratory, where careful listening, self-monitoring, and individualized work can be accomplished. In these laboratory sessions the students record their work on their own tapes, which they then review outside of class time as part of their homework. In addition to the scheduled classroom and laboratory class meetings, the students spend a minimum of two individually scheduled hours each week in the language laboratory working with materials assigned by their listening/speaking teacher.

In the Elementary Course, the graphic skills are combined in the Reading/ Composition Class one hour each day. In this class the students learn new vocabulary in paragraph context and use their knowledge of vocabulary and grammar to read for general comprehension and to write well-formed and meaningful sentences about what they have read. At the same time, the students study several rhetorical forms of the paragraph and practice writing controlled paragraphs based on personal experience (i.e. following a model). In the Intermediate Course there are two separate classes for the two graphic skills: the Composition Class and the Reading Class. Students in the Intermediate Composition Class study expository and descriptive paragraphs and essays, and learn to write by working their way through a series of steps leading from controlled, manipulated exercises to freer composition. In the Reading/Vocabulary Class, the students begin to develop such reading skills as guessing work meaning from context, finding information by skimming and scanning, and answering questions by making inferences when direct answers cannot be found in the reading. Also students increase their sight vocabulary through dictionary work and word analysis.

The Communication Situations Class is designed to move the student's focus from the study of language to the use of language. The students learn how to apply what they are learning in their other classes to simulated and real social situations. The confidence that the students gain in this five hour course gives them the impetus they need to make contact with the English-speaking world outside their own native language group.

Closely related to the Communications Situation Class, in its objectives of presenting real life language situations to the international student, is the American Conversation Partners Program, organized and managed by the CulturalActivities Coordinator of OPIE. In this program, volunteers who are native speakers of American English are brought to-

gether with interested OPIE students for one hour of informal conversation each week. In most cases, one native speaker meets with two international students, although there are at times three or four studetns in a conversation group. These meetings are not formal classes, and while all full-time (Elementary, Intermediate, or Advanced Level) students are encouraged to participate, there is no requirement to do so.

TEXTBOOKS - ELEMENTARY

Grammar Developing Communicative Competence, Bruder
Student's Workbook of Grammar Exercises, Akhand

Listening/Speaking Active English, Bens (teacher brings in copies)
Elementary Listening/Dictation Exercises, Holschuh
Listening in the Real World, Rost and Stratton
Improving Aural Comprehension, Morley (Units 1, 2, 3)

Reading/Composition
Elementary Composition, Books 1 and 2, Blanton
Time and Space: A Basic Reader, Connelly and Sims Communication Situations
A Conversation Book: English in Everyday Life, Book One, Carver and Fotinos

Supplementary material is listed in the course syllabi.

TEXTBOOKS - INTERMEDIATE

Grammar English Sentence Structure, Krohn

Listening/Speaking Improving Aural Comprehension, Morley
Listening/Distation, Morley
Improving Spoken English, Morley
Say the Right Thing, Meloni
Reading/Vocabulary Contact USA, Abraham and Mackye

Composition Intermediate Composition Practice, Blanton

Supplementary material is listed in the course syllabi.

CLASS DESCRIPTION

The Grammar Class is the central component in both the Elementary and the High Elementary Course. It meets two hours each day and provides the students with a systematic introduction to the basic grammar of English. This is accomplished through the contextualized presentation of grammatical sturctures (e.g., a narrative or dialogue); followed by extended oral practice, controlled student talk, and written exercises. In addition to the classroom time, stu-

dents on both levels are required to spend a minimum of one individually scheduled hour in the language laboratory each week, using the tapes which correspond to the lessons in their grammar text.

The Advanced Levels (OPIE 050)

Since the Advanced level is the highest in the OPIE in which full-time intensive instruction is offered, the major concern is preparation of the students to begin some regular degree study in the following quarter. For this purpose, they are encourage to visit a university course of their choice. Also, advanced students may join the Conversation Partners Program. Although this activity helps them to improve their conversational skills, the major benefit for advanced studetns is that interested friendly American students serve as sources of information about the university. The major emphasis in the instructional program is on comprehending and producing written English along with the maximum vocabulary enrichment.

The advanced level consists of two approximately equivalent courses called Advanced I and Advanced II. The former is the next step above Intermediate. The latter, however, does not constitute part of an expected sequence. Students who take Advanced II are generally those who are not able in one quarter of Advanced to rech the proficiency required to begin part-time academic study. This level also enrolls students whose proficiency test scores place them in the upper-range of the advanced level. The advanced level courses are as follows:

Advanced I and II

Grammar/Composition --Weekly hours - 10
Reading/Vocabulary --Weekly hours - 5
Reading/Laboratory --Weekly hours - 5
Listening/Speaking --Weekly hours - 5
Total --Weekly hours - 25

CLASS DESCRIPTIONS:

Advanced I The "core" class in the Advanced courses is Grammar/Composition. Although basic phrase and sentence structures are reviewed, the major focus is on the complex patterns of written English. In-class work normally includes both oral and written grammar practice to insure sufficient grasp of formal patterns to enable the students to use them appropriately in their own writing.

The Reading/Vocabulary classes involve intensive reading of expository passages. Students work on recognizing main ideas and and organizational patterns, making logical infer-

ences, identifying discourse signals, skimming, and scanning. Although the students are taught to use a college-edition English dictionary efficiently, they are at all times encouraged to make maximum use of structural and semantic clues to discover the meanings of unfamiliar vocabulary items.

The Reading Laboratory class provides students with the opportunity to practice reading skills with individualized materials, working at their own levels and rates. The graded materials used (originally developed for use by native speakers) include one-sentence or short-paragraph selections which assist the students in developing their ability tc infer vocabulary meanings frcm context, longer passsages which require association of ideas and recognition of relationships for successful completion, and both short and long timed readings for improving speed. The studetns also borrow short books frcm the lab for extensive, individual, out-of-class reading.

Since the primary focus of Advanced instruction is cn interpretation and producticn of written English, the students are placed in their basic sections according to their graphic skills. Their ability to use spoken English is frequently quite different. For this reason, special Listening/Speaking sections for Advanced I studetns are established when there is a demonstrated need and there are more than two intensive sectiens at this level. Placement in the appropriate class is determined by a short placement test of listening and speaking ability in order to assure maximally homogeneous proficiency groups. Instruction in various sections is then adapted to fit the particular needs of the studetns assigned tc it. In general, aural comprehension work at this level involves understanding extended units of discourse (especially short lectures) with practice in notetaking. Speaking practice includes some conversation and pronunciation work but emphasizes organization and clarity in presenting short oral reports. Use of the language laboratory -- both in class groups individually -- is an integral aspect of this class.

Textbooks Advanced I

Grammar/Compostion Practice, Plan, and Write, Books I and II, Matthews and Tura

Reading/Vocabulary Yesterday and Today in the USA, Live (to be used in conjunction with Fry's "Suggestions for Teachers"),
In Context, Zukowski

Reading Lab SRA Reading 3-A (Rate Builders, Power Builders)
Reading For Understanding
Timed Readings (Books 3,4,5,6,7), Spargo and Williston

Listening/Speaking
Listening Focus, Kisslinger and Rost
Functions of American English Jones and von Baeyer
Improving Spoken English, Morley (used in classes with a focus on pronunciation)

Advanced II

For the most part, the goals and activities of the Advanced II course parallel those of the Advanced I sections. The primary differences are that the materials used are slightly more demanding, and Advanced II studetns are placed together for Listening/Speaking instruction instead of being separated according to aural/oral proficiency as in Advanced I. This placement enables the Advanced I teaching team to develop integrated projects encompassing all four language skills. Also, students work on writing skills in all classes except in the Reading Laboratory. In Grammar/Composition classes, their writing projects are grammar based; in in Reading/Vocabulary classes, rhetoric based; and in Listening/Speaking classes, they practice producing written reports/summaries of information received aurally.

TEXTBOOKS - Advanced II

Grammar/Composition English Structure in Focus, Davis

Reading Developing Reading Skills: Advanced Markstein and Hirasawa (Second Edition)
Skillful Reading Sanka

Reading Lab SRA Reading Lab 3-B
Otherwise, idential to Intermediate Reading Lab and thus requires close attention to what the student has done in the previous quarter.

Listening/Speaking Advanced Listening Comprehension, Dunkel and Pialorsi
English Useage, Marquez and Bowen

Part-time Courses (CPIE 055, 060)

The major focus of the part-time level is English for Academic Purposes (EAP), with an emphasis on writing and reading skills.

The writing component emphasizes the rhetorical patterns (and associated transitional expressions) common in academic writing. Clerity, emphasis, relevance, sentence-level complexity and grammatical correctness are also stressed. Reading instruction at this level builds from and elaborates on the skill--oriented focus of the advanced full-time level, but leads to longer, more complex, and more specialized

units of discourse (e.g. textbook chapters and journal articles). The reading component also includes integration of writing and reading skills through summary and paraphrase. Other EAP topics dealt with at the advanced level include library orientation, notetaking, lecture comprehension, and oral reports. Finally, highly individualized classes in grammar and listening/speaking are offered for those students with an identifiable need in either area.

CLASS DESCRIPTIONS

Students at this level have two or three hours of English instruction per day, depending on placement, and are then permitted to fill out their schedules with regular academic courses (3-Hour students may take one academic course, 2-Hour students may take two academic courses, for a total of 17 hours of registration).

3-Hour. Students are placed into classes selected from the following list:

Combined Reading/Writing (10 hours per week). The enriched teaching possibilities offered by an integration of reading and writing are a major benefit of this class; it also includes an explicit EAP component (see introduction). Where enrollments permit, this core class is split into two sections: one for engineering and science majors, and one for majors in business, social science, and the humanities.

Reading (5 hours per week). Although it uses materials which are different from the reading/writing core listed above, this class is nevertheless designed to emphasize and elaborate on the same reading skills.

Composition (5 hours per week). Although parallel in many respects with the writing component of the core course, this class offers intensive focus on individual difficulties in a workshop setting.

Grammar (5 hours per week). This class emphasizes small-group work based on grammar topics generated from the students' own writing.

Listening/Speaking (5 hours per week). This class emphasizes lecture comprehension and note taking skills as well as oral facility at a higher level of complexity than the Advanced level. Attention to individual difficulties is ensured through extensive use of the language laboratory.

2-Hour. There are two basic possibilities for students in this category:

Combined Reading/Writing (2 hours). This is essentially parallel to the core class offered at the 3-Hour level, but is intended for students with a slightly higher language proficiency. Again, where enrollments permit, this class is split into two major-specific sections.

Two hours of instruction chosen from the individual Reading, Composition, Grammar, or Listening/Speaking classes described previously.

TEXTBOOKS

Part-time
BSS 55

Reading English for Academic Study, Long, et. al.
Paragraph Development, Arnaudet and Barrett

BSS 60

The Process of Composition, Reid
Reader's Choice, Baudoin, et. al.

ST 55
Reading English for Academic Study, Long, et. al.
Nucleus: General Science, Bales and Dudley

ST 60
The Process of Composition, Reid
Reader's Choice, Baudoin, et. al.

GR 55
At Your Command: A Basic English Workbook, Licklider

Reading
Reading by all Means, Dobin/Olshtain

Composition
Writing as a Thinking Process,

Listening/Speaking
Understanding Academic Lectures

Supplementary: (Part-time classes - Students may purchase these for their personal reference at College Bookstore.)
Timed Readings Book 7-10, Spargo and Williston (class copies available)
Longman Dictionary of Scientific Usage,
A Communicative Grammar of English, Leech
Index to Modern English, Crowell
A Practical English Grammar, Thomson and Martinet

Checklist for Vocabulary Study, Yorkey (also for Intermediate Levels)
Guide to Academic Libraries in the US for Students of ESL

Class Description

Students at the advanced level have two or three hours of English instruction per day, depending on placement, and are then permitted to fill out their schedule with regular academic courses (3-hour students may take one academic course, 2-hour students may take two academic courses).

3-Hour. Students are placed into classes selected from the following list:

Combined Reading/Writing (10 hours per week). The enriched teaching possibilities offered by an integration of reading and writing are a major benefit of this class; it also includes an explicit EAP component (see the Introduction). Where enrollments permit, this core class is split into two sections: One for engineering and science majors, and one for majors in business, social science, and the humanities.

Reading (5 hours per week). Although it uses materials which are different from the reading/writing core listed above, this class is nevertheless designed to emphasize and elaborate on the same reading skills.

Composition (5 hours per week). Although parallel in many respects with the writing component of the core course, this class offers intensive focus on individual difficulties in a workshop setting.

Grammar (1 hour). This class emphasizes small-group work based on grammar topics generated from the students own writing.

Listening/Speaking (1 hour). This class emphasizes lecture comprehension and note-taking skills as well as oral facility at a higher level of complexity than the intermediate level. Attention to inidividual difficulties is ensured through extensive use of the language laboratory.

2 Hour. There are two basic possibilities for students in this category:

Combined Reading/Writing (2 hours). This essentially parallel to the core class offered at the 3-Hour level, but is intended for students with a slightly higher language proficiency. Again, where enrollments permit, this class is split into two major-specific sections.

Two hours of instruction chosen from the individual Reading, Composition, Grammar, or Listening/Speaking classes described above.

Freshman Composition (150F and 151F)

The Ohio Program of Intensive English, under the auspices of the English Department, is responsible for teaching two levels of freshman composition for international students (English 150F and 151F). English 150F is a remedial composition course which focuses on the mechanics of writing, correct grammar usage, and basic rhetorical devices.

The goal of English 151F is to teach students the composition skills which they will need for their academic work. Instruction focuses on expository and argumentative essays and research paper presentation (including library skills). English 151F satisfies the Freshman Composition requirements. Courses are taught by fully qualified OPIE faculty.

Course Objectives - 150F

Aimed at those students who have completed OPIE 60 but not attained reading/ writing proficiency (could not meet the objectives given below), and those students entering the university with a borderline combined score in which the graphic score is significantly below the aural comprehension score.

TEXT: Keys to Composition Johnston and Zukowski

Course Objectives - 151F

Aimed at satisfying the needs of freshman students in their first two years of academic work. Students in the course should have demonstrated an ability to meet the objectives of 150F.

TEXTS: Writing Efficiently, Seale
Guide to Rapid Review, Pearlman

CONTENT COMPARISON: ENGLISH 150F - ENGLISH 151F

Grammar 150F - Systematic study of sentence patterns, tense usage, and sentence combining methods organized around selected rhetorical approaches.

151F - Brief review of subordination. Other problems covered individually through corrections on compositons and student/teacher conferences.

Word Usage 150F - Systematic vocabulary study. Context clues stems and affixes (inflectional and derivational) dictionary study idiomatic expressions

151F - Individual work through composition correction.

Compostion 150F - Paragraph level writing with separate rhetorical approaches isolated for concentrated development.

151F - Essay level writing with concentration on: thorough development of ideas integration of content integration of rhetorical approaches effective transition appropriate introductions and conclusions.

Reading 150F - Skill level: details, inferences, main idea, following the organizational method used by the author to establish his ideas.

151F - Skill level: selecting, summarizing, and evaluating content which is relevant for a stated purpose.

Library Skills - 151F

Linguistics 369E

In response to a survey of international student needs during the summer of 1982, the OPIE developed and taught an advanced composition for international students which focused on how to write a research paper. Due to interest in the course, it was offered again over the winter break. The course was offered at a nominal fee to cover the cost of a teacher and did not carry credit. It has been approved as an experimental course (Linguistics 369E) with funding from the Provost's Pool for the summer term. Although a member of the Department of Linguistics will be teaching it this summer, it has been mutually agreed that OPIE faculty will teach the course in the future. This arrangement is analagous to that of the English 150-151F sequence.

Pronunciation Course for International T.A.'s

In the fall of 1980, we began to teach a course on pronunciation, the culture of the American classroom and communication skills for international T.A.'s. The course has been offered once a year as demand existed. Current enrollment is 11. Departments refer students to us for testing and training. Content includes the material they use in their teaching assignments, pronunciation materials, and videotapes of their teaching. A report of this class appears in the March, 1983 issue of the NAFSA Newsletter.

Linguistics 510 and Other Linguistics Classes

OPIE faculty teach the Linguistics 510 Practicum for OPIE T.A.'s and may teach other TEFL/TESL courses as staffing needs require it (e.g. Linguistics 582).

THE LANGUAGE LABORATORY

The Language Laboratory, located on the ground floor of Ellis Hall, is an integral part of the ESL program at Ohio University. It serves two functions: a classroom setting for Listening/Speaking classes and a laboratory for individual work in self-correction and practice.

Listening/Speaking classes for the elementary sections are held three times a week in an assigned lab-classroom throughout the quarter. Intermediate and 55/60 meet a minimum of two hours per week in the lab setting. Students are required to have a tape for the lab classes in order to record homework and practice materials. Tapes are sold to the students for $1 and may be picked up from the Academic Assistant. Students may not use cheap, self-purchased tapes in the lab.

All software materials for student use, along with required and supplementary texts, are housed in Lab C, which is supervised by teaching associates from OPIE. These individuals distribute assigned tapes and help students find supplementary materials as well as monitor students for problem areas while working in the lab. Students surrender their ID card when they check out a tape. The card is returned to the student when the tape is returned and the booth has been checked for any markings. Accurate records of students, tapes used, and length of time spent in the lab are maintained and distributed to L/S teachers on a weekly basis. These records should be carefully reviewed by the teachers for missing assignments.

Copies of all tapes for texts as well as supplementary materials are available in the Language Lab Coordinator's office (212B) for teacher use and review. (Headphones and recorders are available in the Office). Tape recorders and tapes may be checked out by OPIE faculty from 212B for classroom use in Gordy.

Faculty Responsibilities

Test Administration All faculty, including T.A.s, help in the administration of the proficiency tests OPIE is required to administer for the university. This means being on campus a few days earlier than the official beginning of each quarter. It also means being available to help with testing at the end of the quarter during finals week.

Section and Level Meetings All teachers participate in any section and/or level meetings called by the coordinator or the core teacher. The core teacher, generally a full time faculty member, teaches the 2-hour grammar or grammar/composition class in the section, and is responsible for the team teaching of the section. (See addendum re team teaching.) The length and frequency of these meetings is determined by the core teacher. (See addendum on suggested guidelines for initial team meetings.)

Staff meetings Staff meetings are called from time to time for the purpose of disseminating information which cannot be held adequatedly in written memos. Such meetings are announced in advance. All staff members are expected to be present. Please be on time.

Responsibilities of Teaching Associates Appointed to the Ohio Program of Intensive English

Teaching Associates are on contract from September through June. Because of the nature of the Program and the English proficiency test requirement, you will be needed to help proctor and score the Michigan and/or Placement Tests prior to the official beginning of the quarter and again during the final examination week at the end of the quarter. This means that it will be necessary for you to be on duty about 2 to 3 days before registration day. The OPIE cannot function effectively and efficiently without your cooperation in this matter.

Training T.A.'s

The OPIE provides support to the Department of Linguistics by providing for a limited number of teaching assistantships each year. The T.A. Coordinator (Linguistics 510 Coordinator) leads an intensive orientation for new T.A.'s prior to the fall term. This orientation includes an introduction to the OPIE and basic teaching techniques and is followed by bi-weekly meetings, weekly written reports, video tapes of classes, observations by the T.A. Coordinator, and frequent individual conferences. She also supervises continuing T.A.'s closely in order to maintain quality instruction in the OPIE Program. She is also responsible for assigning credit/non-credit for Linguistics 510, the practicum course, based upon the OPIE T.A.'s participation in the orientation and follow-up meetings and activities. Further assistance and support is provided by the level coordinators.

Daily Responsibilities throughout the Quarter

T.A.'s are expected to meet their assigned class on time and with adequate preparation throughout the quarter (it is expected that, on the average, OPIE instructors spend one and

a half to two hours in lesson preparation and student evaluation for each hour in the classroom). If for some reason it is impossible to meet the class, you should notify the core teacher and the Academic Assistant as soon as possible. Arrangements should be made for another instructor on your team to teach his/her class during your absence. It is expected that T.A.'s will follow the team teaching and integration principles outlined in teh 510 course. It is also expected that detailed records of attendance and homework completion will be kept for each student.

Check your mailbox just before you meet your class for important memoranda.

Write a summary of your lesson plan in your teaching log daily. Include your goals, activities, material covered, and results of the lesson. Hand in your teaching log to the 510 Coordinator each Friday. Include copies of any and all supplementary material including quizzes, tests, worksheets, etc.

Weekly Responsibilities

Weekly Attendance Reports - The Weekly class attendance report must be completed each Friday and turned in to the secretary after your last class.

Office Hours - You should be available for individual conferences with your students in your office about two hours a week. Be sure to schedule your office hours at a time when your students do not have class! Your students should know when and where to find you. Announce this to your students and post your office hours on your door.

Beginning-of-Quarter Responsibilities (besides testing)

INITIAL STAFF MEETING - Attendance at the first full staff meeting is mandatory. At this meeting, usually held the day before the first day of OPIE classes, final teaching assignments, class schedules, and book lists are distributed. Occasionallyl, additional full staff meetings are called at other times throughcut the quarter. You are expected to attend these also.

INITAL AND MID-QUARTER COORDINATION MEETINGS - T.A.'s are expected to meet with the Coordinator responsible for their level during the first week of class and at mid-quarter. It is possible that the coordinator will want to meet with you on an individual basis mcre freguently.

INITAL TEAM MEETING - T.A.'s must attend the section meeting headed by the core teacher of the section. These meetings are usually held at the beginning of the second week of classes. The core teacher may call other such meetings throughout the quarter. REmember it's not a team meeting unless teh whcle team is there!

Mid-Quarter

MID-QUARTER STUDENT EVALUATICNS - A mid-quarter evaluation form for each student must be completed and given to the Placement and Testing Coordinator on Friday of the fifth week of the term. The evaluations are intended to let us know which students have not satisfied the criteria for "Credit" as of mid-quarter (see the "Attendance and Performance" policy). Some students will receive a warning.

End-of-Quarter

STUDENT CLASS EVALUATICN _ All faculty, including T.A.'s, must have their students complete these evaluations in which the students evaluate the teacher's performance, the text materials, and the class. The SCE's are completed by the students while the teacher is not in the room and are re-

turned to the office by one of the students. Instructors do not see the SCEs until after completing their evaluations of the students. A computer print-out of the SCE results is distributed to each teacher at the end of the quarter.

STUDENT EVALUATIONS - All faculty, including T.A.'s, must complete a detailed report for each student at the end of the quarter. Because the report indicates final percentages of homework and attendance, the forms cannot be completed until after the last class meeting. The instructor should give the SE's to the core teacher by a certain date announced each quarter. (See instructions for completing SE's.)

FINAL PROFICIENCY TESTING - T.A.'s are generally asked to help with end- of-quarter testing. Such assignments are made as early in the quarter as possible to allow for the completion of graduate work and the making of vacation plans.

Occasional Social Activities

You will be invited to attend certain social functions throughout the year, e.g. the Faculty Retreat, the OPIE Student Reception, the OPIE Talent Show, the OPIE Picnic, etc. Your participation in these events will be greatly appreciated. In addition, your team may decide to have some sort of after-class social activity with the students in your section.

Evaluation

Remember that each TA is evaluated on a quarterly basis by the 510 Coordinator, the appropriate level Coordinator, and the core teacher. Expect to be observed!

TESTING AND PLACEMENT

All international students admitted to Ohio University who do not have a degree from an accredited 4-year U.S., British, or Canadian college or university must take a battery of English proficiency tests prescribed by the OPIE. The battery includes the Michigan Test of English Language Proficiency which tests the student's knowledge of grammar, vocabulary, and reading, the Michigan Test of Aural Comprehension, and a timed composition. The test is administered and scored by trained and experienced faculty members. Scores are interpreted and placement is recommended by the Testing Coordinator.

Based upon their scores, students are placed into one of four full-time courses or one of two part-time levels. Test results and our recommendation for placement are forwarded

to Admissions and the academic advisor for undergraduates and the appropriate Graduate Chairperson for graduate students. All test scores, both initial and subsequent are treated with the utmost confidentiality. For students who study English in the OPIE, the test is administered at the end of each term. These results plus the recommendations of their teachers are used to place them for the next term.

Through the initiative of the OPIE, the University has been designated an official test center for the TOEFL and the Michigan Test.

English Tests Used in OPIE

The Michigan Test of English Battery is the standardized test used at Ohio University to determine a foreign student's degree of English proficiency. Although some students may have already take the Test of English as a Foreign Language (TOEFL) in their countries or in the U.S., the Michigan Test is the officially required standard which we use to measure the student's overall ability in English. This test is given free of charge.

The OPIE staff, including T.A.s, cooperate in administering the Michigan Test to students. It is given at the beginning of each quarter to entering students and also given to all OPIE students at the end of each quarter in order to measure the amount of progress made over the course of the quarter. (Different forms of the test are given at the beginning and end of the term.)

The Michigan Proficiency Battery: This test battery was developed to determine the ability of a student to study at a university in which English is the medium of instruction. The battery has three parts:

1. The Michigan Test of English Language Proficiency (several forms exist, all equated to an equivalent level of difficulty). This is an objectively scored 100 item, 75 minute test which consists of 40 grammar items, 40 vocabulary items, and 4 reading comprehension passages with 5 items each. Each question has equal weight; unanswered questions are counted wrong.

2. The ELI (English Language Institute) Listening Comprehension Test (3 forms, all equated to an equivalent level of difficulty). This is an objectively scored 45 item, tape-recorded test which consists of single sentence utterances with written response alternatives.

3. Impromptu Written Composition. This is a 30 minute exercise on an assigned topic which is subjectively scored by at least two faculty members.

(Note: When testing large groups of students, we use a computer to correct Parts 1 and 2 of the battery.

Generally speaking, if a student scores around 80 on all three parts, he/she is ready to begin university studies without taking any OPIE courses.

For those who score less than this, a second test is administered to determine the student's level in OPIE. The Placement Test (also developed by the University of Michigan) is a test which takes a little over an hour and consists of four parts (100 items): 20 listening comprehension question, 30 grammar questions, 30 vocabulary questions, and 20 reading comprehension questions. The Placement Test is a finer means of discriminating English ability at the lower levels. At the end of the quarter, only Elementary and Intermediate students take this test.

The TOEFL The OPIE administers an unofficial TOEFL each quarter if enough students sign up to take it for a fee. It is usually recommended for students who are transferring to another university and wish to "practice" taking the test.

The Official Michigan Test The OPIE may also administer an official Michigan Test during the quarter to those students who voluntarily choose to take it. The OPIE is an official administrator of the MTELP and as such, potential new forms of the test may be tried here. The Chief Examiner responsible for the administration of this test is Harry Neff. Students must pay a fee to take this test. The official MTELP is no more than a newer version of the test given in OPIE at the end of every quarter. There is no need for any student at Ohio University to take this test unless he/she wants yet another chance to test out of the English language program here or is planning to transfer to another school. In the latter case, only the official version of the test, which is sent to the University of Michigan for evaluation, is accepted with the application for study.

INSTRUCTIONS FOR PROCTORING THE MICHIGAN TEST BATTERY

Beginning of Quarter

Preliminary Responsibilities Be sure the test room is set up appropriately with an adequate number of chairs in STRAIGHT rows with maximum possible distance between rows, preferably a cross-wise monitor path for quick access to all students; note on board not to move chairs.

Collect all supplies and have ready for distribution. All pencils should be sharpened.

If new students are being tested, help them fill out the "New Student Information Sheet." Don't wait for them to raise their hands for help in filling out the form; walk around and look at what they are writing.

Administration Proper (A full-time faculty member will always be in charge of the session.) All students must understand what they will be asked to do. Following directions is vitally important when using a computerized answer sheet. It is your responsibility to walk around and actually look at each individual student as he/she is taking the test, particularly at the beginning of each part of the battery when most confusion occurs.

In most cases, the compostion is administered first, followed by the Michigan Test of Aural Comprehension and finally the Michigan Test of English Language Proficiency.

For the 30-minute composition, students are instructed to write on every line of the paper we distribute to them. They must completely fill the front and back of the paper before a second sheet is given to them. The students are given five minutes to plan and organize their composition before they actually begin to write. Time should be exact. Most administrators give a 15 and 5 minute warning. When there is one minute left, instruct the students to finish the sentence they are writing, but not to begin another one. Be firm about calling STOP. If necessary, take the papers away from reluctant studetns. Besure you get back all the topic sheets, also. (Note: Students may not use dictionairies during the composition test. They may not ask the administrator any questions after the test has begun, unless it is a question to clarify the topic.)

During the Aural Comprehension Test, it is imperative that the room be as quiet as possible (windows may hve to be closed) and that the students accurately fill in their name and code number on the computerized answer sheet. Also, make sure they start the test on Side 2, beginning with answer 101. It should be emphasized that no marks be made on

the test booklet. Monitors should not move during cues. Move only during pauses.

The MTELP requires careful monitoring in the beginning. Start and stop times may be written on the board. Be sure to stop any who are making marks in their test booklets. If a student appears to be looking at another's paper, you might choose to block his view if he's looking across or have him move his chair so that he won't be able to see anyone else's paper. Allow no talking. Also, watch carefully for any other paper(s) on which a student may try to write during the test. Early finishers especially are apt to attempt to copy test items or vocabulary words, even on their desk! If there is any attempt at flagrant and persistent cheating, inform the administrator in charge of the test session.

At the end of the test session, make sure <u>everything has been collected and that all test booklets have been</u> counted. After students leave, check all desk tops for written information. Test booklets must be checked for marks. Clean up those which can be erased or whited over.

COMPOSITION SCORING (BY LEVEL)

Compositions should be graded by giving the student a number placing him/her in the appropriate skill level. The range allows for differentiating among students at the same level and indicating borderline decisions.

LEVEL	RANGE	STRUCTURAL CONTROL	COMMUNICATION/LENGTH
Elementary	50–55	Lacks control of basic structures. Few, if any sentences where errors do not interfere with meaning.	No more than a list of ideas. Less than 100 words.
Intermediate	56–62	Developing control of simple structures. Many local errors, but occasional error-free sentences or a substantial number in which errors do not disrupt comprehension. May attempt but do not control complex structures.	May show clear concept of logical development, but not necessary. Ideas expressed should be generally comprehensible though some reader effort may be required. Up to 250 words possible, but no minimum or maximum if fits in other areas.
Advanced	63–69	Control of simple structures with few comprehension interfering errors. Reasonable control of common complex structures (because, time clauses, adjectival clauses, or standard expressions learned as a unit.) Frequent errors when attempting other complex patterns, or no attempt at such complexity.	Should be able to produce over 200 words, comprehension of which requires little reader effort, but the reader should be able to spot obvious places where additional development, structural changes, or vocabulary substitutions are necessary to improve communication.
3-Hour	70–74	Should either be absolutely flawless in contol of simple structures but making frequent errors in or avoiding complexity or be making errors in simple structures (though not to the point of interfering with comprehension) but using some variety of complex structures without a drastic increase in errors.	Over 250 words requiring little reader effort; sense of paragraph form apparent; a more mature development pattern should not be allowed to override severe structural problems or vocabulary weaknesses. Reader should still be able to spot places where structural changes or vocabulary substitutions would improve communication.

Composition Scoring (continued)

2-Hour	75-78 (engineering) 75-83 (business)	Must control a variety of complex structures without making errors that disrupt communication. Most errors should be of the type that proofreading would eliminate. Vocabulary usage should still mark the paper as that of a non-native speaker.	Roughly the same as 3-Hour though the outline of a logical development pattern should be clear. Support may be weak and transitions awkward.

TEAM TEACHING
In The OPIE

The concept of team teaching, recently becoming popular in many disciplines, has been an integral part of intensive EFL instruction in the U.S. ever since the first such program was established more than 30 years ago. Integration of several hours of instruction conducted by a number of different teachrs is relatively simple in a very small program fully staffed by permanent, highly-trained and experienced instructors, or in a program which uses its own carefully coordinated materials. However, in the OPIE, these conditions do not apply. Furthermore, the OPIE is not organized according to a strict sequence of courses through which students pass and in which specific patterns, words, skills, etc. are prescribed for instruction at specific levels. Rather the OPIE attempts to receive each student where he is and to take him as far as he can go in as short a time as possible. Also, the OPIE student population is constantly changing in terms of predominant native languages, of student aptitudes, of acculturation difficulties, of degrees and kinds of motivation, as well as in range of proficiency and relative strengths in spoken-written language skills.

For these reasons, a significant amount of effort and good will are essential on the part of all members of the OPIE staff in order to maintain the flexibility and integration essential to effective intensive EFL instruction. The primary requisite is accepting the concept and the necessity of teamwork, along with a constant awareness that the instructor is not teaching a separate class but is only one member of a group of teachers who must work cooperatively, who must occasionally even sacrifice some individuality, for general benefit of the students in the OPIE.

Core Teaching Assignments

The core teacher, the one responsible for the grammar or grammar/composition portion of an intensive course, has the additional responsibility of being the team leader, of guiding the team of teachers toward maximum coordination of effort and integration of materials, methods, objectives, and policy implementation. What follows is s description of what is considered implicit in a core teaching assignment.

Materials. The core teacher should be at least superficially (ideally, much more) familiar with the content, format, and general methodology of all the materials adopted as texts or appropriate for supplemental usage in the course. He/she should watch the teaching logs closely and he/she should be prepared to advise other teachers regarding specific features that should be taught to reinforce other

classes or to prevent a teacher's getting into material which could be more effectively handled in another class or which should be delayed until another class has reached a further point in its materials. (This applies primarily to elementary courses where there is some built-in integration, either necessary or advisable, among the various materials being used. In intermediate courses, the core teacher should actively look for integration possibilities.)

Methods. Although it is conceivable that different teachers within a team might use methods which could conflict in some way and cause unnecessary confusion for the students, this is not very likely. A more common problem relates to realistic perception of the level of the student group. The core teacher should try to assure that all the teachers are aiming at the true level and potential of the students and not teaching above or below level.

Also, the core teacher should attempt to see that appropriate kinds and amounts of out-of-class work are assigned, that large projects are not due on the same day, that major tests are staggered, etc. There should definitely be some team consensus regarding how written homework is to be marked, not just a similar "code" but also the degree of correctness expected. It's difficult for the teacher who demands careful attention to mechanics, e.g., if other teachers marking written homework accept errors in punctuation, spelling, etc. If some written work is to be evaluated strictly for its communicative value without attention to correctness, this should be understood by all the teachers and the students. It might be helpful if teachers on the same team showed each other some marked student papers for comparison.

Objectives. The teacher team needs to formulate as clear an idea as possible of the appropriate over-all objectives of the course according to the particular group of students enrolled. Also, the core teacher should help each instructor understand the specific role of his class within the total course. It's especially important to ascertain that no primary objective is being overlooked because of teachers assuming that someone else is responsible for it.

Since tests are, ideally, indicative ofobjectives, it's highly advisable for each teacher to give each member of the team a copy of all the tests he/she administers along with the results, if not too inconvenient. The team leader should, if possible, analyze the tests according to their adherence to the course objectives and communicate his/her reactions to the rest of the team.

Policy Implementation. This refers primarily to development of a team approach to handling student absences, tardiness,

and homework completion. The core teacher receives all the attendance reports after they're recorded and should check out erratic attendance patterns and see that teachers are responding to student exceses more or less consistently. With homework, there should be some consistency of expectations. For example, is late homework acceptabe? If so, how late? If different rules are to apply in different classes, each teacher should know each other's requirements and be sure the students understand the rationale for the differences.

Team Meetings. There should be an initial planning meeting at which all possible avenues of integration and coordination are explored, student placement discussed, future team interactions mapped out, and a system of teacher substitutions established. The actual content of the meetings will naturally vary considerably depending on the relative experience of the team, the level of the course, the nature of the student group etc.

A mid-quarter meeting should probably be routinely scheduled also. A time shortly after the mid-quarter evaluations are returned to the core teacher would seem to be a plausible time for the team to get together to review them, to assess their first-half accomplishments, to decide whether some shift of emphasis might be appropriate in the second half, etc.,

Additional team meetings should be called whenever a significant problem or opportunity for improvement arises. Regularly-scheduled weekly team meetings may be helpful.

Suggested Topics for Initial Team Meetings

The following is a list (not necessarily all-encompassing) of topics usually discussed at initial team meetings:

1. Substitution plan for teacher absences. Get names and phone numbers of possible substitutes.
2. Possibilities for integration/reinforcement of materials/methods among or between classes.
3. Language lab materials: everyone know what is available and how to instruct students to ask for it at the lab.
4. Homework -- not too much or too little; major projects staggered; team policy on acceptability of late work.
5. Supplementary materials -- what is available and what is appropriate. (Avoid using anything which is best saved for a higher level into which students may go.)
6. Discipline problems -- group strategies for coping.
7. Other problems: attendance, non-participation, use of native language, etc.
8. Progress reports - what most helps other team members and teachers checking in the future to see what previous teams did.
9. If possible, a team policy on excusable absences.
10. Misfit students? Change of section advisable? Additional work on individual basis? Private tutoring? Special help sessions?

Class Visits. Considerable improvement in overall program effectiveness can be achieved if each core teacher visits the other three classes in the course a least twice each quarter. The first visit should come early in the quarter, sometime before the end of the second week of classes. The second visit should be made during the sixth week, either just before or just after the mid-quarter team meeting, whichever the team leader thinks would be most helpful. Scheduling these visits will probably require some juggling of class hours, but the potential benefits more than justify the small inconvenience involved.

Non-Core Teaching Assignments

The most conscientious and competent core teacher in the Program cannot be successful in integrating four classes into one course without the full cooperatio and support of the rest of the team. Here is a description of the responsibilities implicit in a non-core teaching assignment.

Materials. Each teacher should attempt to become familiar with the overall content and sequencing of his/her assigned materials as quickly as possible in order to develop a tentative general plan for his/her class; this is a logical

part of initial team meeting discussions. If he/she isn't already acquainted with appropriate supplementary materials -- tapes and printed materials -- he should obtain the supplementary book list as soon as possible to see what's available for his/her use. Although basic materials are chosen to fit as closely as possible the average student group enrolled in a course, there is considerable variation from quarter to quarter, and occasionally it's highly desireable to adapt the method of using a text or to incorporate either higher or lower level supplemental activities.

Every teacher should also ascertain immediately upon receiving his assignment whether there is an essential relationship between his materials and those of other classes in the course. If there is no built-in integration, he should assist the core teachre in discovering possible area of interclass reinforcement. Also, if time permits, it is advisable for each teacher to have some familiarity with all the texts being used in the course.

Methods. Although the content and the type and quantity of exercise materials in the basic text to a considerable extent determine the methods appropriate for teaching the class, there is nevertheless a large potential for variation of techniques in the classroom and in kinds and amounts of homework assigned. Sometimes there are also adaptations in sequencing which are helpful in certain circumstances. The non-core teacher, especially one who is teaching a class for the first time, should actively investigate what adaptations and variations are appropriate, what other teachers have done successfully with the same materials and similar students in the past. The level coordinators are available for such advice, and should be actively consulted. Any extensive use of non-text materials or significantly variant methodologies should, of course, be discussed with the core teacher and the level coordinator.

Objectives. An experienced teacher in the Program can assume a very important role in helping the team derive a clear concept of where their students are, how far they should be able to go, and how best to help them get there. The inexperienced teacher's primary contribution lies in active questioning. This not only enables him/her to achieve the needed understanding more quickly but also forces a more careful analysis and verbalization of objectives from the more experienced members. This in turn leads to better understanding for the entire team of the course goals and of the various personalities and strengths represented among the teachers.

Do ask for advice on testing. Ask to see what other people have used, but do not automatically assume that someone else's tests are better than what you might prepare or even

that they are appropriate for your group of students. Tests reflect the individual teacher's "style," and in the case of multiple choice tests, the distrators may have been chosen entirely according to the weakness of a group of students quite different from those with whom you are working.

Policy Implementation. Obviously, each teacher is expected to keep careful records of attendance and assignments and to submit evaluations on time. Everyone should participate in team efforts to achieve maximum consistency in interpretation of the Program policy. And, certainly, everyone should accept the team's decisions and not operate idiosyncratically.

Team Meetings. A team meeting is NOT a team meeting unless all members of the team are present and contributing. If a meeting is called at a time that is seriously inconvenient, be sure the team leader is so informed immediately so the meeting can be re-scheduled. But once a time is set, each teacher must be there. To fail to attend a scheduled meeting for any reason short of an emergency indicates a serious lack of consideration and respect for the other members of the team and serves to undermine the entire team teaching system.

If, at any time during the quarter, any teacher sees a problem or opportunity to effect a helpful change in the course, he/she should discuss his/her concern or idea with the core teacher and suggest a meeting of the team. Many considerations do not necessarily require discussion by the entire team, but the more each teacher knows about what each other teacher is thinking, feeling, and doing, the stronger the integration of the course becomes.

Class Visits. It is a good idea for each member of a team to visit each other's class in the course at least once during a quarter. This is especially important for a teacher assigned a class at a level at which he/she hasn't had previous experience: in this case, the visits should not be delayed beyond the third week of the quarter. It's quite enlightening to observe how the students react to different materials, different kinds of class activities, different teacher manners and styles. Each visit should be followed as soon as possilbe by a discussion between the visiting and visited teachers. Observing other teachers and discussing why they did what they did is one of the quickest and easiest ways to increse awareness of possibilities. BOTH teachers can profit immeasurably from such interactions. Also, each teacher should visit another teacher using the same materials at least once each quarter. In a one-section course, the teacher should visit someone whose general content and/or objectives are the same. Visitation of other OPIE classes is a requirement for first year Teaching Associates.

Level Coordinators

In addition to the "vertical" internal team coordination guided by the core teacher, full-time OPIE staff members designated level coordinators provide coordination both within the entire level and "horizontally" across the various levels of instruction. The Elementary, Intermediate, and Advanced Coordinators supervise the curriculum of the area and are responsible for writing detailed syllabi including objectives, teaching techniques, and suggested materials for each class in their level. The Language Laboratory Coordinator has a similar responsibility for developing and maintaining a lab program for each level of the listening/speaking curriculum. Each coordinator should be looked upon as a resource person who is familiar with the text materials, supplemental materials, and appropriate methods for each level of instruction.

It is also a responsibility of level coordinators to provide some guidance to teaching associates and other teachers less experienced in the OPIE in the use of the assigned text materials. The level coordinator should hold an initial meeting as early as possible in the quarter for all instructors of a particular content area to alert them to possible uses of, problems with, and supplements to the basic text materials. This should be followed up by a mid-quarter meeting with these teachers. In addition, the level coordinators may wish to visit the instructors whose classes fall within his/her level.

Level coordinators are also responsible for taking a leadership role both in determining the appropriateness of currently-used texts in the skill area through consultation with the instructors using those materials, and in examining new texts for potential substitution. Moreover, all teaching logs are reviewed and kept by the Coordinator of the level in which your class falls.

The Curriculum Coordinator works with the level coordinators to develop the overall curriculum goals for the Program, providing for smooth transition between and within levels. With the aid of the other Coordinators, he/she orders OPIE textbooks. Student/staff complaints about curriculum and instruction should be addressed to the Curriculum Coordinator.

Orientation to American Culture and to Life at a U.S. University

The OPIE offers a wide range of activities and experiences which serve to orient students to American culture and life at a U.S. university. The initial orientation to O.U. involves a two day program given in the native languages of most students. The orientation includes an explanation of the OPIE, its policies and procedures, and individual assistance with registration, and with the tine test required by the Health Center. A review of this information is also incorporated into our regularly scheduled classes. Cultural activities include field trips to places of historical and natural interest in the area, theatre, musical and athletic events, parties of the season, and square dances. Our coordiantor of Cross-Cultural Programs works with students to help them with everything from cultural adjustment to finding housing to child care and health orientation.

An integral part of the ongoing orientation is a Conversation Partners Program in which one American student volunteer is assigned to a small group of 2-3 international students. Each group meets at least once a week to share informal English conversation and perceptions of each other's culture. Some Americans receive partial credit for the experience.

Finally, the OPIE provides support services in the form of cross-cultural workshops and consultation to other units on campus (e.g. Faculty, Administrators, American university students, and Hudson Health Center) and to the Athens community. The Program has been instrumental in the establishment of APIS, the bilingual/multicultual program at East Elementary School, and the English Conversation Course for wives.

Program Development

Internal Program development has consisted of the EAP/ESP components for Business and Economics and Engineering, Science, and Math. An extensive needs analysis was conducted in these areas in order to ascertain the appropriate content and focus. In conjunction with the analysis and subsequent changes in the curriculum, we have developed a series of workshops for this summ. In addition, we have begun to develop materials for computer assisted instruction (CAI) for our ESP components and for Reading Lab classes. Lessons developed will be used beginning this summer.

As the ESL/EFL practitioners experienced in all aspects of the ESL/EFL program (administrative, curricular, testing and placement, materials and program development), we are frequently called upon to work with units on campus which are

developing international programs or conducting workshops locally, which involve ESL/EFL programs. An OPIE faculty member and the Director develop the OPIE's portion of the proposal. Generally, we supply the teachers, the coordinators, materials, etc. for an increment. We have worked with Chubu, the Office of Workshops, the Office of International Programs, and recently with International Studies.

Due to the international reputation of the OPIE, we have an agreement with the Office of International Programs that ESL related projects will be reviewed by us and/or that we will be involved in their design and implementation. This agreement assures quality control (e.g. the OPIE has previously planned the program and selected all the teaching staff for a 2 1/2 year contract program conducted in-country in Taif, Saudi Arabia).

Extra-Curricular Information

International Students and Faculty Services The International Student and Faculty Services Office (Scott Quad, Room 174, across the street) is available for consultation on all matters of interest to foreign students especially those relating to immigration, financial, and personal problems. All new students from abroad must report to the advisor's office upon arrival. An orientation program is conducted for a few days prior to the opening of each qurter in order to introduce new students to the campus and the culture. A separate orientation specifically for OPIE students is conducted each quarter by the Cultural Activities Coordinator, Linn Forhan.

International Student Association All Students from overseas can become members of the International Student Association, which has no direct affiliation with OPIE. The ISA is the core organization with which all of the different culture and nationality groups are affiliated. As of last year, with an approximate population of 1400 foreign students on the campus, there were 20 different affiliated national groups and two international studies associations. Students who are not members of any of the existing national groups are also encouraged to become active in the ISA.

International Dormitories Shively and Perkins Halls are two centrally located residence halls near Gordy which offer special programs for roughly equal numbers of foreign and American students. The emphasis is on cultural interaction and mutual understanding. Students with interest in international affairs are encouraged to select rooms in these halls. Staff, both foreign and American, are selected because of their interest and training in foreign affairs.

Athens Friends of International Students (AFIS) is a community-based volunteer organization whose goals are basically two-fold:

1. To assist the international students with getting settled in the community.
2. To help organize activities and programs that will encourage interaction between residents of the community and international students.

This organization sponsors a variety of programs, some of which are: a welcome center for the newly arrived international students at the ISFS Office which provides the students with refreshments and assistance in filling out forms,a speaker's bureau, a hospitality/host family program and the International Wives Club.

International Wives Club This club provides an opportunity for women from many different parts of the world to meet,

become friends and share interests and ideas. Programs are planned which are of interest to the women, e.g., child care, cooking, crafts, etc.

English Conversation Classes for non-OPIE students are offered through the Office of Continuing Education. For a small fee, non-native speakers (most of whom are wives of O.U. students) may participate in a class which stresses everyday, practical use of the language.

International Women's Program brings American and International women together for informal conversation and information about health care, shopping, pregnancy and many other interesting valuable topics. This program is for women only. Transportation is provided whenever possible. Further information can be obtained by calling the United Campus Ministry at 593-7301.

The Bilingual Program East Elementary School in Athens has a unique bilingual (actually, multilingual) program which is supported by federal grants. Non-native speakers learn English, and American children learn the language of the international children. It is a wonderful experiment in international intercultural communication. Graduate students in Linguistics have often participated by teaching or helping with this program. More information may be obtained from its director, Dean Stecker, at East Elementary SChool.

Graduate Student Senate The representative body of graduate students at O.U. Each graduate department annually elects one representative on the GSS. For your information, two past presidents have been grad students in Linguistics.

Faculty Senate The representative body of faculty at Ohio University. A Faculty Senate Handbook is available on request.

Athens Chapter of Returned Peace Corps Volunteers (RPCVs), Burson House, affiliated with the National Council of RPCVs, is a network of RPCVs who participate in international support and consciousness raising events around campus. Many of the OPIE faculty and TAs are RPCVs.

Professional Organizations

International TESOL (Teachers of English to Speakers of Other Languages) is a professional organization dedicated to the advancement of ESL/EFL teaching and learning. Besides holding national and regional conferences, TESOL is noted for the publication of TESOL Quarterly and TESOL Newsletter, which contain previously unpublished articles of general professional significance to teachers of ESL. Regular TESOL

membership is $20.00; student membership is $10.00, which includes subscripticns to the journal and newsletter. Write to:

TESOL
202 D.C. Transit Bldg.
Georgetcwn University
Washington, D.C. 20057

Chio TESOL This organization was founded a few years ago by Dr. Elliott Judd, fcrmer faculty member in Linguistics. It is the state affiliate of National TESOL, our prime professional organization. Spring and fall conferences are held at which time papers and research are shared with colleaques. Adelaide Parsons is the president and Pat Kelley, the regional representative. Regular Ohio TESOL membership is $7.50; student membership is $4.00. Contact Dean Stecker, Executive Secretary, through the Linguistics Department here at Ohio University for a membership application.

NAFSA (National Association of Foreign Student Affairs) has an ATESL Section of special interest to ESL educators. Regional and national NAFSA conferences are held annually. Regular membership is $30.00 per year; student membership is $8.00. For more information, write to:

NAFSA
1860 19th Street, N.W.
Washington, D.C. 20009

FACULTY/ADMINISTRATIVE CONTRACT BENEFITS

Following is a summary of employee benefits provided for contract administrators and faculty. This information is necessarily brief; however, detailed information on any of the programs may be obtained by contacting the Personnel Department.

Please note that the Univesity pays the entire cost of the benefits listed below.

GROUP INSURANCE

The Group Life and Major Medical Insurance Plan is underwritten by the Lincoln National Life Insurance Company.

Major Medical Insurance The Major Medical Expense benefits provide payment for eligible hospital, surgical, medical and all other eligible charges in excess of a $100 deductible consistent with the following schedule:

$500,000 Lifetime maximum; however $2,500 is reinstated each year. The Plan pays:

(1) 100% of the next $1,000 of eligible hospital charges
(2) 80% of the next $2,500 of eligible charges
(3) 100% of the remaining eligible charges within a calendar year (See Full Payment Feature in insurance booklet)

Eligible Dependents Eligible dependents are your spouse and unmarried children from the date of birth to age 19, or 23 if full-time students. Children who are physically or mentally incapable of self-support when they reach the limiting age may continue to be eligible for coverage.

Coordination of Benefits When other contracts for medical benefits are in force, coordination of benefits is provided. Thus, persons with dual hospitalization or medical insurance coverage will not be paid in excess of 100% of a total claim, and if there is more than one insurance company involved in a claim, Lincoln National will determine primary responsibility.

Life Insurance Group term life insurance provides protection equal to two and one-half times the annualized salary rounded to the nearest $1,000, to a maximum of $50,000. Summer quarter earnings are not included in the computation. For employees on a nine-month academ-

ic contract, the contractual amount is multiplied by six-fifths (6/5), adjusting it to an annual basis.

The life insurance premium is paid by the University. The benefit may not be waived.

AETNA GROUP LIFE INSURANCE This policy is a level premium life policy, providing decreasing protection with increasing age. The amount of protection annually provided is usually greater than the basic amount. The following schedule is currently in effect:

Less than 40 years old - Basic Amt. $1,500 - Payable Currently $4,500
40 years of age but less than 50-Basic Amt. $1,000-Payable Currently $3,000
50 years of age but less than 60-Basic Amt. $650-Payable Currently $1,950
60 years of age and over - Basic Amt. $500. - Payable Currently $1,500

Termination of Group Insurance Group insurance will terminate at the end of the month in which employment is terminated except that coverage for employees who terminate their employment at the end of the contract year in June will be continued through August 31.

Eligibility The following employees are eligible for group insurance coverage:

Full-time faculty and administrative employee
Part-time faculty and administrative employees in Group I
Part-time faculty and administrative employees in Group II

Leaves of Absence The group insurance benefits may be retained during the term of an approved, unpaid leave of absence. Provisions for continuing coverage are outlined in the Faculty Handbook and Administrator's Handbook.

Faculty Improvement Leaves The group insurance benefit will be retained during the term of any improvement leave. The life insurance amount will not be reduced and will reflect the base contract salary.

Vacation Full-time administrative employees earn vacation at the rate of twenty-two days per year (or 2 days per month for 11 months each year). Vacation may be accumulated up to a 32-day maximum. Part-time administrative employees in Groups I and II earn vacation on a prorated basis.

Holiday The University calendar incorporated 10 paid holidays. An administrative contract employee who works on a

holiday may take compensatory time off within the vacation year, the time to be scheduld with the employing department.

Sick Leave Each contract employee earns 1.25 days per calendar month or 15 days per year for the full-time employee. Part-time employees earn sick leave on a pro-rated basis. Prior service sick leave credit can be given upon re-employment within 10 years.

Employees who retire with 10 or more years of service, may be paid for 1/4 of accrued but unused sick leave credit up to a maximum of 30 days. The same payment is made to survivors (estate) upon the death of an employee with 10 or more years of service.

Retirement Faculty members and administrators are enrolled in the State Teachers Retirement System (STRS) and the Public Employees Retirement System (PERS) respectively and are exempt from Social Security taxes on salary earned at the University. You contribute 8.5% of gross annual earnings and the University currently contributes 13.50% to STRS and 13.71% to PERS.

You may retire at age 60 with five or more years of service, or at age 55 with twenty-five years of service. With thirty years of service, there is no age requirement. Benefits are based upon an individual's salary (highest 3-year average) and years of service. Benefits are increased automatically if the cost of living index rises above certain levels.

After five years of service, the STRS and PERS provide protection against permanent disability with benefits comparable to those under age and service retirement.

After eighteen months of service, STRS and PERS provide survivor payments of up to 60% of salary to the dependents of members who have died.

If you leave public employment in the State of Ohio, the money which you (only) have contributed to STRS or PERS may be refunded to you. If you have worked in covered employment in Ohio for five or more years, your money and the University's may be left in the plan to be vested and paid upon disability, death (survivors benefits) or retirement.

Unemployment Compensation Based on meeting eligibility requirements of the Ohio Unemployment Compensation Law. However, benefits based on service in an instructional, research, or principle administrative capacity are not paid between two successive academic years or terms or during a similar period between regular but not successive terms.

Educational Benefits The University pays for 75% of instructional fees. The program applies to undergraduate and graduate courses for employees and spouses and undergraduate fees for children. Special interest courses are not covered by this benefit.

Parking Fees Free parking space is provided for Contract personnel.

Worker's Compensation All University employees are covered by the Workers' Compensation Law of Ohio for all on-the-job injuries and may be eligible for medical expense benefits as well as disability payments and death benefits for dependents.

Tax-Deferred Annuties You may elect ot take part of your compensation in the form cf a fixed or variable annuity program which has significant tax advantages for most persons. The Personnel Department maintains and provides a list of carriers which have met University standards and are thereby approved. There are currently four.

Reduced Rates for Campus Activities Faculty members and administrators are provided an identification card which entitles them to purchase tickets for athletic and other events at reduced rates.

Reduced RAtes for Off-Campus Activities The University Personnel Departmetn provides, whenever possible, group plans for reduced rates at outside events. Examples are the Disney World and Sea World discount clubs.

O.U. Employees Credit Union A credit union is operated on behalf of all employees. The University makes provisions for payroll deductions for payments to the credit union for those who wish to participate. Deposits are insured to $40,000.

Travel Accident Insurance $100,000 of coverage is provided when you are on official authorized travel, out of city limits of place of regular employment, on behalf of the University. This may be in private automobiles, University vehicles, or public transportation.

Professional Leaves Faculty fellowship leaves are available to eligible tenured faculty. Professional development leave is available to eligible contract administrators. Details of these programs are contained in the Faculty Handbook and Administrator's Handbook.

Grievances Procedures are available to faculty and administrators who feel they have cause for grievance in certain matters relating tc employment. Grievance procedures are

contained in the Faculty Handbook and Administrator's Handbook.

Recreational Facilities and Library Privileges The University has a wide variety of recreational facilities available for the use of faculty and administrators. Swimming, tennis, golf, racquetball courts and indoor exercise facilities are located on campus. Lockers may be rented at Grover Center on a quarterly basis.

Library material is available to faculty and administrators at the University Library. Faculty may borrow, upon presentation of their University I.D., books (with the exception of reserve, overnight, special charge materials and periodicals) on loan for a three-week period. Three- week renewals are automatic until the end of the quarter in which the material is borrowed. Administrators may borrow, upon presentation of their University I.D., books (with the exception of reserve, overnight, special charge materials and periodicals) on loan for a three-week period. They may be renewed until the end of the quarter upon presentation of a renewal form.

Faculty and Administrator Awards The Faculty and Administrative Senates recognize superior performance by presenting monetary awards to those who have done the most during the academic year to promote the goals and mission of the University. The awards are presented each spring by the President.

Food Service The University operates cafeterias on all the Residential Greens and meals are available at reasonable prices to all faculty and administrators. There are three meals served daily, except Sunday.

Guest Apartments During the academic year, unoccupied apartments within the residence halls are made available. The guest apartments can accommodate one or two persons each, usually for no more than seven days. Exceptions must by approved by the Director of Housing. Guest rates are determined by the Housing Office and are subject to change, depending upon economic conditions.

Medical Services A Medical Services Clinic is operated by the College of Osteopathic Medicine and will serve all employees and their families. The Clinic offers a wide range of services. Fees for the services are established by the Clinic in conjunction with the University.

Occupational Health Unified Health Services will provide medical services for on the job illness or injury for administrative contract employees. The Occupational Health Clinic is located on the ground floor of Hudson Health Center.

Long Term Disability Plan (Salary Continuance) All active permanent Group I and II administrative employees and faculty members are eligible to receive a monthly income benefit, if total disability exists and extends beyond sick leave benefits as a result of accidental injury or sickness while insured and before age 70. The benefit payable is 60% of base monthly salary, up to a maximum of $2,000 per month. Disability benefits paid by STRS, PERS, or Social Security make up part of this 60% benefit. Benefits are payable until age 70 for disability (own occupation) and age 65 for disability (any occupation).

FINANCIAL SERVICE
The Hocking Valley Bank
Bank One
The Security Bank
Diamond Savings and Loan
Ohio University Employees Credit Union

MEDICAL SERVICES
O'Bleness Hospital, Athens
Doctor's Hospital, Nelsonville
Holzer Medical Center, Gallipolis
Medical Services Clinic, College of Osteopathic Medicine, Athens
Veterans Memorial Hospital, Pomeroy
St. Joseph's Hospital, Parkersburg, W.Va.
Camden Clark Memorial, Parkersburg, W.Va.
Hudson Health Center, Ohio University, Athens

SCHOOLS
Athens High SChool
Athens Middle School
East Elementary
Morrison Elementary
West Elementary
Hocking Valley Day Schocl
Beacon School

CHURCHES (partial listing)

St. Paul Catholic Church
First Baptist Church
St. Jude Catholic Church, Chauncey
Christ the King Catholic Church
First Christian Church
Christian Student Fellowship
First Church of Christ Scientist
Episcopal Church of the Good Sheperd
Christ Lutheran Church
First Presbyterian Church
First United Methodist Church

SYNAGOGUES

Hillel Foudation of O.U. B'Nai B'Rith

CLUBS & ASSOCIATES (partial listing)

Kivanis
Lions
Rotary
Chamber of Commerce
American Legion
Knights of Columbus
Women's Business & Professional Club
League of Women Voters
Eastern Star
Elks
Moose
Athens Area Toastmasters

Policies and Procedures

Teaching Substitutes Occasionally legitimate reasons require OPIE teachers to be absent from classes which they are scheduled to meet. It is the responsibility of the individual teacher to arrange for a substitute to take over his/her class.

In most cases it is possible to plan in advance for a substitute. Here are suggestions for finding substitutes.

1. Within the section. Try to find a teacher who is willing to meet the class and teach his/her subject for an extra hour. You can then trade on another day for extra time for your subject. (NOTE: In the first section meetings, get the phone number of the other teachers in your section. Find out who is free and willing to teach during your hours.)
2. Within the subject. Try to trade days with a teacher who is using or has used the text you are using. (The level coordinator can tell you who is using the same text.) This option should be used only if the first is impossible.
3. In the event that someone teaches your subject matter for you, you are responsible for giving them a complete lesson plan, including the books and materials for the class to be covered.
4. Notify the Academic Assitant, Connie Perdreau, of the arrangement you have made.
5. Arrange with your substitute to return the favor.

In the case of an unknown absence (e.g., sudden illness):

1. Contact a member of your team to cover your class.
2. Notify the Academic Assistant, Connie Perdreau, early (the night before, in the early morning, etc.) 594-5634 (office) - 592-6022 (home). Contact the Academic Assistant each day you are absent or indicate how long you plan to be out. Sick leave forms must be filled out if you are absent.
3. Arrange with your substitute to return the favor.

Classroom Obligations ALWAYS check your mailbox and the bulletin board in the main office just before going to your classroom. There may be announcements which need to be attended to that particular day.

It is the obligation of each teacher to begin and end classes promptly and to hold classes in the assigned classroom and at the assigned time. Classes start at ten minutes after the hour and finish on the hour. When teachers are tardy, students will mill about in the hall and disturb other classes already in session. When teachers keep classes beyond the hour, it cuts into the students' break time and inconveniences the teacher who follows.

When class is over, erase the blackboard or ask one of the students to do so. Also, if that room will not be occupied immediately following your class, turn off the lights and/or the air conditioner.

If you planned any activity which requires your class to be in a different place other than the assigned classroom or if you have arranged for a substitute teacher for your classes, be sure to notify the Academic Assistant of the change. This information is vital for OPIE to know in order to answer student questions or to deliver important messages to you or the students.

You are also responsible for using the assigned textbook. If, for any reason, you feel the text is inappropriate for your class (too high or low), speak to the Curriculum Coordinator or the Level Coordinator about what can be done.

Reports All faculty are expected to keep careful records of student attendance and to hand in weekly attendance reports. This is especially important because this is one of the criteria for academic credit of OPIE courses. (See addendum on the OPIE Attendance and Performance Policy.) All absences must be either counted as Excused or Unexcused. Excused absences include those for sickness, appointments, unavoidable circumstances, etc. Full-time OPIE students are registered for 15 credit hours and part-time students for 8 or 12 hours. Students receive either credit or failure solely upon fulfillment of the 90% minimum in homework and attendance. The unofficial grade OPIE students receive has no relationship with their getting credit or not. OPIE credit does not count toward their academic degree; however, it does count for the university in terms of the 90-hour dorm residency requirement for all undergraduates and it also may be counted toward eligibility for athletic teams. Written mid-quarter warnings are required. Students who are not doing well receive mid-quarter warnings from OPIE. At the end of teh quarter you must hand in written recommendations of your students. Please be careful to fill in all parts of the form, including the unofficial grade. A summary of each student's attendance and homework in each class is tabulated and averaged by the core teacher in your section.

Students also have the opportunity to evaluate their teachers at the end of the quarter. (See addendum.) A summary tally of your Student Class Evaluations is made by computer, with a print-out of the results. One personal copy is given to the individual; the other is filed in your personnel folder.

Class visits Because of the nature and purpose of the OPIE, you will find that from time to time you will be asked to have visitors in your classroom. The Academic Assistant

will observe T.A. classes, as will level and/or core teachers after the fall quarter. Students taking courses in Methods of Teaching English as a Foreign Language may ask to visit your classes. Furthermore, you may be asked to allow visitors from outside the university to observe your classes. You will always be asked for permission to visit your class in advance. We ask for your cooperation in this matter. It is recommended that at no time should there ever be more than two visitors in a class.

Procedure for Indicating Teaching Preferences At the end of each quarter, the Academic Assistant will put a form in your mail box on which you are asked to indicate the hours which you are available to teach and the subjects and levels which you would prefer for the next quarter. We will try to honor your first choices as much as possible for teaching preferences.

Office Hours All faculty are expected to maintain regularly scheduled office hours. Please post your hours on your door.

Pay Periods All faculty, including T.A.'s, are paid on the first of the month, beginning October 1. If the first falls on a Saturday or Sunday, your paycheck will be distributed on the Friday. Full-time faculty have the option of receiving their pay over a 12-month period rather than the regular 9 month distribution period. (Checks may be picked up from Susan.)

Summer pay periods are different. Checks are distributed at the end of each term (5 weeks each), usually toward the end of July and the end of August.

If you are a T.A., the $100 incidential fee is deducted in three equal installments from your paycheck during the academic year. This procedure is not followed in the summer! You must pay the $125 general fee yourself when you register for summer sessions.

Office Policies and Procedures

I. Procedure for typing requests:

1. All requests for typing are to be given to Connie Detwiler with a note attached to the material to be typed stating:
   a. your name
   b. the date and time the finished copy is required
   c. the number of copies required
   d. any special instructions: double spacing, special formats, etc.

2. If no problems are anticipated, the requestor will receive a reply from Connie stating the requirements can be met. In the event the requirement cannot be met, Connie will inform the requestor of the problems encountered and will reschedule the request.

II. Reproduction of materials:

1. Xerox and other duplication requests will be performed by work/study students (when available). Request for duplication forms are located on the bookshelf behind Susan's desk. T.A.'s must make their requests <u>at least 24 hours in advance</u>.

2. For faculty, always record the number of copies made and sign your name after each use of the Xerox machine. Both sides are counted when you use the two-sided special feature on the machine. This information is required for verifying the billing invoices.

3. Please try to anticipate your duplicating needs a day or so in advance since the machines breakdown. Our service contract with Xerox guarantees service within 24 hours, <u>except</u> when parts are required. Sometimes we are without the machine for several days.

III. Other office equipment:

1. The word processor (Royal Textwriter) is for the exclusive use of the secretarial staff.

2. The use of the computer terminal in 201E is restricted to full-time faculty and staff. Use of this equipment should be scheduled with Connie Detwiler. Room 201 staff and faculty have priority for use of this equipment.

IV. Miscellaneous:

1. Faculty absences:

If a faculty member is unable to attend a scheduled class, arrangements for replacements or cancellations must be through the academic assistant, Connie Perdreau. Members of the secretarial staff are not responsible for arranging changes in class schedules.

2. Office supplies:

The office supplies located in room 201F are reserved for full-time faculty members and secretarial staff. All other requests for supplies shoudl be directed to the secretarial staff. It is requested that all indi-

viduals using these supplies inform the secretarial staff when supplies are running low.

3. Housekeeping:
After using the library or any of the equipment, all staff and faculty members are requested to leave the area in an orderly condition.

OHIO PROGRAM OF INTENSIVE ENGLISH

ATTENDANCE AND PERFORMANCE POLICY

The following policy applies to all students enrolled in courses offered by the Ohio Program of Intensive English.

1. Students are expected to attend and participate in all scheduled classes and to complete all assignments.

2. Absences from class because of sickness will be excused. However, students are expected to make up as much as possible of the work missed.

3. Absences for certain other reasons may be excused. The student is required to notify his instructor of the expected absence before it occurs and to make arrangements to make up the work he will miss.

4. Absences for reasons such as these will NOT be excused:

   a) to attend or spend additional time studying for another course.

   b) to attend to personal business such as seeing an advisor, changing registration, going to the bank, paying bills, etc.

5. Students are expected to arrive at all classes on time. Depending on the particular class and the type of activity, a student who arrives late may not be admitted to the class. Repeated tardiness without an acceptable excuse will be counted as absence.

6. The official grades for an OPIE course are Credit (CR) and No Credit*.

   a) A grade of "CR" is reported for a student who has attended class regularly, participated in class activities, and completed out-of-class assignments on time.

   b) A grade of "No Credit" is reported for a student who has failed to attend and participate in at least ninety percent (90%) of all scheduled classes or has failed to complete at least ninety percent (90%) of all out-of-class assignments. A student who does not complete the required number of homework assignments will receive "No Credit" even if his attendance is satisfactory.

7. A student who receives "No Credit" in two quarters is not allowed to continue in the OPIE or the university.

MERIT EVALUATION AND RE-APPOINTMENT PROCEDURES FOR OPIE TEACHING ASSOCIATES

Purpose:

The teaching associate evaluation is for the purpose of awarding first-year TA's a second year appointment.

Quantification of TA Evaluation:

The Evaluation determines if the individual's academic and teaching performance has been satisfactory or unsatisfactory; no numerical rating is given.

Factors Determining Re-appointment:

The individual is awarded a second year contract based on a satisfactory record in 1) courses of major academic study, 2) teaching performance and 3) cooperation in OPIE teamwork, administrative, and supervisional duties.

Description of Factors:

1) Courses of academic study — the individual must maintain the minimum satisfactory grade average. The input for this is provided by the chair of the Department of Linguistics. An unsatisfactory evaluation is sufficient to terminate the appointment.

2) Teaching performance in OPIE — the individual's performance will be evaluated based on data from at least 2 classroom observations with a follow-up conference: one in the fall by the TA supervisor, one observation winter quarter by the core teacher/level coordinator. Data from student course evaluations is also evaluated. A third observation by the Curriculum Coordinator or the Director may be held spring term if necessary or requested.

3) Cooperation in OPIE teamwork, administrative and supervisional duties — the individual must have exhibited an acceptable standard of working with the assigned "team" for the particular quarter in session. This entails being present at all announced "team" meetings and participating in any functions designated by the core teacher, unless a valid excuse is presented in advance. The individual must have submitted all reports, evaluations, and other pertinent material on time to the OPIE office. Any assigned pre- and post-quarter testing responsibilities must have been fulfilled. Core Teachers will evaluate each TA's effort on the team at the end of each term. The report is filed in the TA's folder to be used in the final evaluation.

Procedure for Re-appointment:

The Director will evaluate each TA in the 5th week of the spring term. She will use the results of the reports from the TA supervisor, core teacher, level coordinator, and the Curriculum Coordinator to evaluate the TA. The OPIE Director informs the TA in writing of the result of

1. A T.A. receiving a satisfactory rating receives a second year, four quarter appointment, to include the interim summer quarter.

2. Teaching associates receiving a low satisfactory rating receive an appointment for the summer quarter only. Such an appointment is probationary. The T.A. is reevaluated based on evaluations from student evaluations, staff opinion and academic record. If performance improves during spring and summer quarters, the T.A. is offered an academic year appointment for the second year. If performance does not improve, no further appointment is offered. Individuals receiving a low satisfactory rating are given an explanation of areas of performance considered inadequate. T.A.'s are entitled to respond to their evaluation.

3. Individuals receiving an unsatisfactory rating are offered no further appointment. An explanation of areas of performance deemed inadequate accompanies the unsatisfactory rating. T.A.'s are also entitled to comment about evaluation. Should the T.A. feel that his or her evaluation is questionable in case 2 or 3, a response is made and the individual is entitled to request a review of his/her response by an Evaluation Committee to consist of one full-time faculty member selected by the T.A., and a graduate T.A. chosen by random draw from the T.A. pool. The Evaluation Committee will forward its recommendation to the Director for consideration. The T.A. again will be notified within three days following the hearing of the final re-evaluation of the decision.

   If the re-evaluation is favorable, the T.A. will receive a 2nd year appointment.

   Individuals receiving an unsatisfactory re-evaluation are again entitled to respond (in writing) but are not given a 2nd year appointment.

Rationale:

Teaching Associates who show evidence of sincere effort and adequate performance should automatically receive re-appointment for a second year. The merit evaluation procedure is not designed to draw distinctions among those performing satisfactorily.

Core Teacher's/Level Coordinator's Quarterly Evaluation of T.A.

T.A.'s Name _____ Term _____

Teaching Assignment _____

Instructions: Circle the letter in the column on the right which best describes the performance of the T.A. listed above. "S" stands for satisfactory; "L", low satisfactory; "U", unsatisfactory. If you mark a person with an "L" or a "U", briefly explain your reason under comments. Your evaluation will be used in determining whether the T.A. should be re-appointed for a second year. Return the evaluation to the T.A. Supervisor upon completion of the evaluation.

Teaching Performance

1.	Individual shows adequate preparation and planning in teaching assignments.	S	L	U
2.	Individual exhibits willingness to cooperate with suggestions, ideas about improving classroom performance.	S	L	U
3.	Individual displays professional attitude with students and staff and toward teaching mission in general.	S	L	U

Cooperation in OPIE teamwork, administrative, and supervisional duties

4.	Individual was present at all announced meetings, unless absent with valid excuse.	S	L	U
5.	Individual submitted all reports, evaluations, and other pertinent material on time to the core teacher/OPIE office.	S	L	U
6.	Individual fulfilled all pre- and post-quarter testing supervisional responsibilities.	S	L	U
7.	Individual adhered to goals, procedures, and policies of the program.	S	L	U
8.	Individual shows evidence of effort to mature as a contributing member of the OPIE staff.	S	L	U

Comments: (Must be made for any "L" or "U" evaluation)

_____ _____

(Date) Core Teacher/Level Coordinator

TEACHING ASSOCIATE MERIT EVALUATION

Name:

Factor 1

1.	T.A.'s academic record is acceptable to the Chair of the Linguistics Department and meets prescribed requirements.	S	L	U

Factor 2

2.	Data from students' evaluation shows adequate performance in the classroom.	S	L	U
3.	Individual shows adequate preparation and planning in teaching assignments.	S	L	U
4.	Individual exhibits willingness to cooperate with suggestions, ideas about improving classroom performance.	S	L	U
5.	Individual displays professional attitude with students and staff and toward teaching mission in general.	S	L	U

Factor 3

6.	Individual was present at all announced meetings, unless absent with valid excuse.	S	L	U
7.	Individual submitted all reports, evaluations, and other pertinent material on time to OPIE office.	S	L	U
8.	Individual fulfilled all pre- and post-quarter testing supervisional responsibilities.	S	L	U
9.	Individual adhered to goals, procedures, and policies of the program.	S	L	U
10.	Individual shows evidence of effort to mature as a contributing member of the OPIE staff.	S	L	U

Other pertinent comments:

Final recommendation:

Satisfactory _____
Low Satisfactory* _____
Unsatisfactory* _____

*Explanation:

T.A. Response:

_____ _____
(Date) Director
Ohio Program of Intensive English

OHIO PROGRAM OF INTENSIVE ENGLISH

STUDENT EVALUATION

Name_____ Country_____

Course_____ Section _____ Quarter _____ 19 _____

Class_____ Teacher _____

Complete the evaluation by filling in answers as indicated or by checking an appropriate point on the five-point scale -- maximum value on the left, minimum on the right. Check the narrow column on the right if you cannot evaluate the student on the particular item of if the item is non-applicable to your class.

1. CRITERIA FOR CREDIT

Attendance Classes attended _____/ Total classes ____ = ____%
(+ _____ excused absences)

Written Assignments No. completed _____/ No. assigned ____ + ___% ____

Do you recommend "CREDIT"? _____ If your recommendation is contrary to official policy, please justify._____

_____

_____

2. GENERAL PERFORMANCE

Attitude toward study of English and demands of the course	(Interested) (Receptive) (Hard-working)	(Indifferent) (Reluctant) (Casual)
Class Participation		
a) Attitude, cooperation	(Attentive) (Active)	(Inattentive) (Passive)
b) Quality, accuracy		
Study (evidence of preparation)		
Quality of out-of-class work		
Contribution to the morale and over-all effectiveness of the class		

3. CULTURAL ADAPTATION _____ (Apparently successful) _____ (Possibly unsuccessful)

Evidence of significant problems? _____

Suggestions? _____

4. PHYSICAL DIFFICULTIES: Is there evidence of health problems or physical handicaps which might adversely affect this student's performance? _____ If "yes," please specify. _____

_____

5. IMPROVEMENT IN ENGLISH (subjective evaluation in terms of beginning proficiency)

Listening _____

Speaking _____

Reading _____

Writing _____

6. READINESS FOR PLANNED ACADEMIC PROGRAM (your best estimate)

In respect to English:

a) Ready for full-time regular study? _____

b) Ready for part-time regular study? _____

c) Should continue full-time EFL study? _____

Which OPIE course do you recommend for next quarter? _____

In general: maturity, responsibility, sincerity of purpose, self-discipline, capacity for independent study, etc.? _____

7. EVALUATION ON STANDARD GRADING SCALE: (based on mastery of class content)

A+ ___ A ___ A- ___ B+ ___ B ___ B- ___ C+ ___ C ___ C- ___ D+ ___ D ___ D- ___ F ___

8. ADDITIONAL COMMENTS: *Please add any information that could be useful in preparing a report-recommendation for this student and/or helpful to an OPIE instructor teaching this student in the future. Continue on back of page.*

_____

_____

_____

_____

_____

_____

OHIO PROGRAM OF INTENSIVE ENGLISH: STUDENT CLASS EVALUATION
OPIE COURSE _____ CLASS _____ TEACHER _____ QUARTER _____ 19 __

Mark your response for each numbered item on the answer sheet, not on this questionnaire. DO NOT write your name.
Please complete both sides of this form.

EVALUATION OF THE CLASS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STONGLY DISAGREE
1. I believe I have improved my ability to use English in this class.	A	B	C	D	E
2. The level of work required was about right.*	A	B	C	D	E
3. I understood the purpose of each class hour's practice.	A	B	C	D	E
4. The classroom practice helped me to understand English.	A	B	C	D	E
5. The out-of-class assignments helped me.	A	B	C	D	E
6. The amount of out-of-class work was about right.*	A	B	C	D	E
7. The quizzes and tests in this class helped me.	A	B	C	D	E
8. Overall, this class was satisfactory.	A	B	C	D	E

EVALUATION OF THE TEACHER	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
9. I felt comfortable with the teacher.	A	B	C	D	E
10. The teacher was willing to help me outside of class.	A	B	C	D	E
11. The teacher's explanations and examples helped me to understand.	A	B	C	D	E
12. The teacher was prepared for class.	A	B	C	D	E
13. The teacher used class time well.	A	B	C	D	E
14. The teacher encouraged student participation in class.	A	B	C	D	E
15. The speed of presentation and practice of new material was about right.*	A	B	C	D	E
16. The teacher's comments and corrections on my written work helped me.	A	B	C	D	E
17. Overall, the teacher was satisfactory.	A	B	C	D	E

OTHER FACTORS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
18. I felt comfortable with my classmates.	A	B	C	D	E
19. I used the language lab frequently.	A	B	C	D	E
20. The language lab practice helped me.	A	B	C	D	E

*If you disagree with 2, 6, or 15, please make comments at the end. Thank you.

EVALUATION OF TEXTBOOKS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
21. The textbook _____ helped me to improve my English.	A	B	C	D	E
22. The textbook _____ helped me to improve my English.	A	B	C	D	E
23. The textbook _____ helped me to improve my English.	A	B	C	D	E
24. The textbook _____ helped me to improve my English.	A	B	C	D	E

ADDITIONAL COMMENTS:

Now that you have finished with your answer sheet, please use the space below to write about things which you liked about this class, and/or how you believe this class could be improved. Your comments are welcomed.

STRENGTHS: _____

_____

WEAKNESSES: _____

_____

SUGGESTED CHANGES: _____

_____

TEXT REVIEW

Please fill out the following form for each text you have used this quarter. If there is not enough space for your reply or if you wish to add information not specifically requested, feel free to continue your review on another sheet of paper. All comments, both positive and negative, are greatly appreciated by the Curriculum Committee.

TEXT

Title _____ For use in

Author _____ Class _____

Publisher _____ Level _____

Name of reviewer _____ Quarter _____

Amount of experience teaching with this text _____

Experience teaching in this area or at this level (amount, fast or slow class, etc.) _____

Any pertinent characteristics of the class you wish to note, e.g. class size, general language learning aptitude, degree of typicality, heterogeneity, etc. _____

_____

_____

Make written comments about the following areas regarding your text: (You may wish to consider the questions in parentheses in your response.)

I. LEVEL - (Appropriate/Inappropriate? Vocabulary and structural difficulty as it relates to this level?)

II. OBJECTIVES - (Meets class needs? Contains related/unrelated material?)

III. EXERCISE MATERIAL - (Appropriate/Inappropriate? Varied/Repetitive? Sufficient/Insufficient amount? Intellectually stimulating/Unchallenging?)

IV. FORMAT - (Interesting, attractive/boring, unattractive? Clear explanations/vague or confusing explanations?)

V. TEACHABILITY - (Requires/allows adaptation? Requires/allows supplementation? Requires/allows selectivity? Requires/allows re-sequencing?)

VI. INTEGRATION - (Possibilities with other texts in this class? Possibilities with other classes at this level?)

VII. STUDENT REACTION - (Favorable/Unfavorable?)

VIII. Would you like to use this text (again) in this class? _____

Can you suggest a possible substitute? _____

Title _____

Author _____

Publisher _____

LEVEL _____ CLASS _____ WEEK OF _____ NAME _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GOAL/AIM/ OBJECTIVE					
ACTIVITY/ TECHNIQUE/ PROCEDURES:					
PAGES/CHAPTER LESSON COVERED					
ASSIGNMENTS:					
RESULTS:					